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ABSTRACT

The purpose of this study was to determine the costs of providing instruction in French to students enrolled in French-language instructional units in areas of high concentration of Francophones. Chapter 1, which makes up most of the study, consists of separate case studies of eight educational jurisdictions that encompass a major proportion of the Francophone student population of Ontario. These case studies involve examination of the costs to a school board of maintaining the present programming level and the costs incurred where a board offers paraprofessional and consultant resources. Chapter 2 examines the availability and cost of textbooks, library books, and learning materials. Chapter 3 discusses specialized services that should be available to French-language schools and the services provided by the Regional Office. Among the study's major findings are 1) the most direct influence on the additional cost per Francophone student seems to be the Francophone/Anglophone ratio within each jurisdiction; 2) to provide adequate service within totally Francophone jurisdictions, a minimum of $78 extra per elementary student and $180 extra per secondary student is needed; and 3) to provide "ideal" service, the minimum amounts of $78 and $180 per student should be increased according to the specific Francophone/Anglophone ratio of each jurisdiction. (Author/JG)

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In-Depth Study of Eight Areas Where There Exists a High Concentration of Francophones

LIONEL DESJARLAIS, Principal Investigator

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Contents

Chapter		page
	INTRODUCTION	v
I.-	DIFFERENTIAL COSTS OF FRENCH-LANGUAGE EDUCATION.	1
	Section I.- The Sudbury District Roman Catholic Separate School Board	5
	Section II.- The Prescott and Russell County Roman Catholic Separate School Board	36
	Section III.- The District of Kapuskasing Roman Catholic Separate School Board	50
	Section IV.- The Ottawa Roman Catholic Separate School Board	60
	Section V.- The Sudbury Board of Education	87
	Section VI.- The Prescott and Russell County Board of Education	124
	Section VII.- The Kapuskasing Board of Education	152
	Section VIII.- The Ottawa Board of Education	169
II.-	AVAILABILITY AND COSTS OF TEXTBOOKS, LIBRARY BOOKS AND OTHER LEARNING MATERIALS.	202
III.-	OTHER ESTIMATED COSTS.	238
	CONCLUSIONS	250

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Introduction

The purpose of the present study was to determine the costs of providing instruction in French to students enrolled in French-language instructional units in areas of high concentration of Francophones.

In the first chapter the reader will find eight case studies of eight educational jurisdictions which encompass a major proportion of the Francophone student population of Ontario. The case studies involve the examination (a) of the costs associated to a school board with maintaining the present programming level (b) of the costs incurred where a board offers para-professional and consultant resources.

Chapter two examines the availability and costs of textbooks, library books and learning materials.

Specialized services that should be available to French-language schools and the services provided by the Regional Office make up the content of Chapter III.

The Report concludes with a model in the form of factually based generalizations for a level of service which would provide a "quality" education programme for Francophones.

List of Tables

Table — page

I. - Summary of the Actual Differential Costs of French-Language Education. The Sudbury District Roman Catholic Separate School Board, 1975-1976 7

II. - Breakdown of the Actual Differential Cost of Business Administration. The Sudbury District Roman Catholic Separate School Board, 1975-1976 8

III. - Breakdown of Actual Differential Cost for Instructional Administration. The Sudbury District Roman Catholic Separate School Board, 1975-1976 10

IV. - Ratio of Pupils per Educational Supervisory Officer Within Large-and Medium-Size Separate School Boards in Ontario in 1975-1976 11

V. - Breakdown of the Actual Differential Cost for Instructional Services and Programmes. The Sudbury District Roman Catholic Separate School Board, 1975-1976 13

VI. - Breakdown of the Actual Differential Cost for Principal's Basic Salary, Responsibility Allowances and Fringe Benefits in Fourteen Redefined Attendance Areas Due to the Presence of Two Language Groups. The Sudbury District Roman Catholic Separate School Board, 1975-1976 20

VII. - Breakdown of Actual Differential Cost in Instructional Supplies and Services in Six Extra School Buildings Within Fourteen Redefined Attendance Areas Due to the Presence of Two Language Groups. The Sudbury District Roman Catholic Separate School Board, 1975-1976 21

VIII. - Summary of Actual Differential Costs for "Instruction" in Fourteen Redefined Attendance Areas Due to the Presence of Two Language Groups. The Sudbury District Roman Catholic Separate School Board, 1975-1976 21

LIST OF TABLES

Table — page

IX. - Breakdown of Gross Areas of Six Extra Buildings Used to Figure the Ratio of the Actual Differential Cost for Plant Operation and Maintenance, Debt Charges and Other Operating Expenditures. The Sudbury District Roman Catholic Separate School Board, 1975-1976 23

X. - Breakdown of Actual Differential Cost for Plant Operation and Maintenance of Six Extra School Buildings Due to the Presence of Two Language Groups. The Sudbury District Roman Catholic Separate School Board, 1975-1976 25

XI. - Breakdown of the Actual Differential Cost for Other Operating Expenditures of Six Extra School Buildings Due to the Presence of Two Language Groups. The Sudbury District Roman Catholic Separate School Board, 1975-1976 26

XII. - Breakdown of the Actual Differential Cost for Debt Charges of Six Extra School Buildings Due to the Presence of Two Language Groups. The Sudbury District Roman Catholic Separate School Board, 1975-1976 26

XIII. - Breakdown of the Difference in Transportation Requirements of Pupils Presently Attending School in Fourteen Redefined Attendance Areas, Due to the Presence of Two Language Groups. The Sudbury District Roman Catholic Separate School Board, 1975-1976 28

XIV. - Breakdown of Actual Differential Cost for Pupil Transportation in Fourteen Redefined Attendance Areas Due to the Presence of Two Language Groups. The Sudbury District Roman Catholic Separate School Board, 1975-1976 30

LIST OF TABLES

Table		page
XV. -	Breakdown of the Per Pupil Cost for Home and School Transportation. The Sudbury District Roman Catholic Separate School Board, 1975-1976	30
XVI. -	Summary of the Estimated Differential Costs of French-Language Education. The Sudbury District Roman Catholic Separate School Board, 1975-1976	33
XVI-a.	Breakdown of the Estimated Differential Cost of Business Administration Re French-Language Education. The Sudbury District Roman Catholic Separate School Board, 1975-1976	34
XVI-b.	Breakdown of Estimated Differential Cost of Learning Materials for French-Language Education in the Elementary Schools. The Sudbury District Roman Catholic Separate School Board, 1975-1976	35
XVII. -	Summary of the Actual Differential Costs of French-Language Education. The Prescott and Russell County Roman Catholic Separate School Board, 1975-1976	37
XVIII. -	Breakdown of the Actual Differential Cost for Business Administration. The Prescott and Russell County Roman Catholic Separate School Board, 1975-1976	38
XIX. -	Breakdown of the Actual Differential Cost for Teachers' Salaries and Fringe Benefits in Two Schools Due to the Presence of Two Language Groups. The Prescott and Russell County Roman Catholic Separate School Board, 1975-1976	40
XX. -	Breakdown of the Actual Differential Cost for Plant Operation and Maintenance of One School Due to the Presence of Two Language Groups. The Prescott and Russell County Roman Catholic Separate School Board, 1975-1976	42

LIST OF TABLES

Table — page

XXI. - Breakdown of Actual Differential Cost for Other Operating Expenditures - Tuition Fees - Due to the Presence of Two Language Groups. The Prescott and Russell County Roman Catholic Separate School Board, 1975-1976 44

XXII. - Breakdown of Actual Differential Cost for Home to School Transportation of Pupils Due to the Presence of Two Language Groups. The Prescott and Russell County Roman Catholic Separate School Board, 1975-1976 44

XXIII. - Summary of the Estimated Differential Costs of French-Language Education. The Prescott and Russell County Roman Catholic Separate School Board, 1975-1976 47

XXIII-a. - Breakdown of the Estimated Differential Cost of Business Administration Re French-Language Education. The Prescott and Russell County Roman Catholic Separate School Board 48

XXIII-b. - Breakdown of Estimated Differential Cost of Learning Materials for French-Language Education in the Elementary Schools. The Prescott and Russell County Roman Catholic Separate School Board, 1975-1976 49

XXIV. - Summary of the Actual Differential Costs of French-Language Education. The District of Kapuskasing Roman Catholic Separate School Board, 1975-1976 51

XXV. - Breakdown of Actual Differential Cost for Business Administration Due to the Presence of Two Language Groups. The District of Kapuskasing Roman Catholic Separate School Board, 1975-1976 . . . 52

LIST OF TABLES

Table		page
XXVI.	Breakdown of Actual Differential Cost for Instructional Salaries and Fringe Benefits in One School Due to the Presence of Two Language Groups. The District of Kapuskasing Roman Catholic Separate School Board, 1975-1976	53
XXVII.	Breakdown of Actual Differential Cost for Home to School Transportation of Pupils Due to the Presence of Two Language Groups. The District of Kapuskasing Roman Catholic Separate School Board, 1975-1976	54
XXVIII.	Summary of the Estimated Differential Costs of French-Language Education. The District of Kapuskasing Roman Catholic Separate School Board, 1975-1976	57
XXVIII-a.	Breakdown of the Estimated Differential Cost of Business Administration Re French-Language Education. The District of Kapuskasing Roman Catholic Separate School Board, 1975-1976	58
XXVIII-b.	Breakdown of Estimated Differential Cost of Learning Materials for French-Language Education in the Elementary Schools. The District of Kapuskasing Roman Catholic Separate School Board, 1975-1976	59
XXIX.	Summary of the Actual Differential Cost of French-Language Education. The Ottawa Roman Catholic Separate School Board, 1975-1976	62
XXX.	Breakdown of Differential Costs of Business Administration. The Ottawa Roman Catholic Separate School Board, 1975-1976	64

LIST OF TABLES

Table		page
XXXI.	Breakdown of Additional Costs of Instructional Administration. The Ottawa Roman Catholic Separate School Board, 1975-1976	66
XXXI-a.	Ratio of Pupils Per Educational Supervisory Officer Within Large-and Medium-Size Separate School Boards in Ontario in 1975-1976	67
XXXII.	Breakdown of the Differential Costs for Services and Programme Personnel. The Ottawa Roman Catholic Separate School Board, 1975-1976	68
XXXIII.	Breakdown of Differential Costs of the Consultants' Office Supplies Budget for Instructional Services and Programmes. The Ottawa Roman Catholic Separate School Board, 1975-1976	70
XXXIV.	Summary of Total Additional Costs for Instructional Services and Programmes. The Ottawa Roman Catholic Separate School Board 1975-1976	71
XXXV.	Breakdown of Additional Costs for Salaries and Fringe Benefits in the Thirteen Extra Schools Due to the Presence of Two Language Groups. The Ottawa Roman Catholic Separate School Board, 1975-1976	74
XXXVI.	Breakdown of Pupil Redeployment for the Thirteen Extra Schools Due to the Presence of Two Language Groups. The Ottawa Roman Catholic Separate School Board, 1975-1976	75
XXXVII.	Breakdown of Gross Floor Areas of Buildings Used to Figure the Ratios of the Differential Costs for Plant Operation and Maintenance, Debt Charges, and Other Operating Expenditures. The Ottawa Roman Catholic Separate School Board, 1975-1976	77

LIST OF TABLES

Table		page
XXXVIII.	Breakdown of the Differential Cost for Plant Operation and Maintenance of Thirteen Additional Schools and One Consultants' Office Due to the Presence of Two Language Groups. The Ottawa Roman Catholic Separate School Board, 1975-1976	78
XXXIX.	Breakdown of the Differential Cost for the Other Operating Expenditures of Thirteen Additional Schools and One Consultants' Office Due to the Presence of Two Language Groups. The Ottawa Roman Catholic Separate School Board, 1975-1976	79
XL.	Breakdown of the Differential Cost for the Debt Charges of Thirteen Additional Schools and One Consultants' Office Due to the Presence of Two Language Groups. The Ottawa Roman Catholic Separate School Board, 1975-1976	80
XLI.	Breakdown of the Difference in Transportation Requirements of Pupils Presently Attending Thirteen Additional Schools Due to the Presence of Two Language Groups. The Ottawa Roman Catholic Separate School Board, 1975-1976	82
XLII.	Breakdown of the Additional Cost for Home to School Transportation of Pupils Attending Thirteen Extra Schools Due to the Presence of Two Language Groups. The Ottawa Roman Catholic Separate School Board, 1975-1976	83
XLIII.	Breakdown of Per Pupil Cost for Home to School Transportation. The Ottawa Roman Catholic Separate School Board, 1975-1976	83

LIST OF TABLES

Table		page
XLIV.	Summary of the Estimated Differential Costs of French-Language Education. The Ottawa Roman Catholic Separate School Board, 1975-1976	85
XLIV-a.	Breakdown of Estimated Differential Cost of Learning Materials for French-Language Education in the Elementary Schools. The Ottawa Roman Catholic Separate School Board, 1975-1976	86
XLV.	Summary of the Actual Differential Cost of French-Language Education. The Sudbury Board of Education, 1975-1976.	88
XLVI.	Breakdown of Actual Differential Cost for Business Administration Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1976	90
XLVII.	Breakdown of the Special French-Language Student Allocation Provided by the Board to Five Schools. The Sudbury Board of Education, 1975-1976	92
XLVIII.	Breakdown of Actual Differential Cost of Board Allocation for the Special Remedial Reading Programme for Five Schools. The Sudbury Board of Education, 1975-1976	94
XLIX.	Breakdown of Actual Differential Cost for Cultural Activities Allocation in Five French or "Mixed" Schools. The Sudbury Board of Education, 1975-1976	95
L.	Breakdown of the Excess Student Capacity of the Sudbury Area Secondary Schools Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1976	98

LIST OF TABLES

Table		page
LI.	- Breakdown of the Excess Student Capacity of the North-East Area Secondary Schools Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1976	99
LII.	- Breakdown of the Excess Student Capacity of the Northwest Area Secondary Schools. The Sudbury Board of Education, 1975-1976	100
LIII.	- Breakdown of Excess Capacity Actual Differential Cost for Teaching Staff in Two Extra Schools Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1976	102
LIV.	- Breakdown of Excess Capacity Actual Differential Cost for Secretarial Services in Two Extra Schools Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1976	104
LV.	- Summary of Actual Differential Cost for "Instruction" in Five French-Language or "Mixed" Schools Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1976	105
LVI.	- Breakdown of the Actual Differential Cost for Plant Operation and Maintenance of Two Extra Secondary Schools Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1976	107
LVII.	- Breakdown of the Actual Differential Cost for Other Operating Expenditures of Two Extra Schools Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1976	109

LIST OF TABLES

Table		page
LVIII.	- Breakdown of the Actual Differential Cost for Debt Charges of Two Extra Schools Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1976	111
LIX.	- Breakdown of the Average Cost Per Student Transported for Home to School Transportation of Secondary School Students. The Sudbury Board of Education, 1975-1976	113
LX.	- Comparison of the Home to School Transportation Ratio of English-Speaking Students and French-Speaking Students. The Sudbury Board of Education, 1975-1976	115
LXI.	- Home to School Transportation Differential of Actual French-Speaking Students in a Hypothetical Unilingual Set-Up. The Sudbury Board of Education, 1975-1976	116
LXII.	- Breakdown of Actual Differential Cost for Home to School Transportation Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1976	116
LXIII.	- Summary of the Estimated Differential Costs of French-Language Education. The Sudbury Board of Education, 1975-1976	120
LXIII-a.	- Breakdown of the Estimated Differential Cost of Business Administration Re French-Language Education. The Sudbury Board of Education, 1975-1976	121
LXIII-b.	- Breakdown of the Estimated Differential Cost of Instructional Administration and Services and Programmes for French-Language Education. The Sudbury Board of Education, 1975-1976	122

LIST OF TABLES

Table		page
LXIII-c.	- Breakdown of Estimated Differential Cost of Learning Materials for French-Language Education in the Secondary Schools. The Sudbury Board of Education, 1975-1976	123
LXIV.	- Summary of the Actual Differential Costs of French-Language Education. The Prescott and Russell County Board of Education, 1975-1976	126
LXV.	- Breakdown of Actual Differential Cost for Business Administration Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976	128
LXVI.	- Breakdown of Actual Differential Cost for School Office Administration in Three "Mixed" Secondary Schools Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976	130
LXVII.	- Breakdown of Actual Differential Cost for Instructional Supplies and Services in the Secondary Schools Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976	132
LXVIII.	- Breakdown of Weighted Student Enrolment Used to Figure the Cost of Instructional Supplies and Services in the Secondary Schools Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976	133
LXIX.	- Breakdown of Actual Differential Cost for Sixteen Extra Secondary School Teachers Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976	136

LIST OF TABLES

Table		page
LXX.	- Breakdown of the Number of Extra Teachers in Three Secondary Schools Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976	136
LXXI.	- Breakdown of the Number of Extra Classes at Hawkesbury Secondary School Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976	137
LXXII.	- Breakdown of the Number of Extra Classes at Plantagenet Secondary School Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976	138
LXXIII.	- Breakdown of the Number of Extra Classes at Vankleek Hill Secondary School Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976	139
LXXIV.	- Summary of Actual Differential Costs for "Instruction" in Six French-Language and/or "Mixed" Secondary Schools. The Prescott and Russell County Board of Education, 1975-1976	140
LXXV.	- Breakdown of the Total Gross Floor Area of School Buildings Used to Figure the Ratio of the Actual Differential Cost for Plant Operation and Maintenance, Other Operating Expenditures and Debt Charges. The Prescott and Russell County Board of Education 1975-1976	143
LXXVI.	- Ratio of the Gross Floor Area of Sixteen Extra Classrooms Used to Figure the Actual Differential Cost for Plant Operation and Maintenance, Other Operating Expenditures and Debt Charges. The Prescott and Russell County Board of Education, 1975-1976	143

LIST OF TABLES

Table		page
LXXVII.	- Breakdown of the Actual Differential Cost for Plant Operation and Maintenance of Sixteen Extra Classrooms Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976	145
LXXVIII.	- Breakdown of the Actual Differential Cost for the Other Operating Expenditures of Sixteen Extra Classrooms Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976	145
LXXIX.	- Breakdown of the Actual Differential Cost Re the Debt Charges for Sixteen Extra Classrooms Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976	145
LXXX.	- Summary of the Estimated Differential Costs of French-Language Education. The Prescott and Russell County Board of Education, 1975-1976	149
LXXX-a.	- Breakdown of the Estimated Differential Cost of Business Administration Re French-Language Education. The Prescott and Russell County Board of Education, 1975-1976	150
LXXX-b.	- Estimated Differential Cost of Instructional Services and Programmes for French-Language Education. The Prescott and Russell County Board of Education, 1975-1976	150
LXXX-c.	- Breakdown of Estimated Differential Cost of Learning Materials for French-Language Education in the Secondary Schools. The Prescott and Russell County Board of Education, 1975-1976	151

LIST OF TABLES

Table		page
LXXXI.	- Summary of the Actual Differential Cost of French-Language Education. The Kapuskasing Board of Education, 1975-1976	154
LXXXII.	- Breakdown of the Actual Differential Cost for Business Administration Due to the Presence of Two Language Groups. The Kapuskasing Board of Education, 1975-1976	156
LXXXIII.	- Breakdown of Actual Differential Cost for "Instruction" in the Secondary Schools Due to the Presence of Two Language Groups. The Kapuskasing Board of Education, 1975-1976	159
LXXXIV.	- Breakdown of the Number of Extra Classes at Smooth Rock Falls Secondary School Due to the Presence of Two Language Groups. The Kapuskasing Board of Education, 1975-1976	159
LXXXV.	Breakdown of Actual Differential Cost for Plant Operation and Maintenance of Secondary Schools Due to the Presence of Two Language Groups. The Kapuskasing Board of Education, 1975-1976	161
LXXXVI.	- Breakdown of Yearly Per Student Cost for Plant Operation and Maintenance of Secondary Schools. The Kapuskasing Board of Education, 1975-1976	161
LXXXVII.	- Breakdown of the Excess Student Capacity of the Secondary Schools Due to the Presence of Two Language Groups. The Kapuskasing Board of Education, 1975-1976	161
LXXXVIII.	- Breakdown of the Actual Differential Cost for Secondary School Debt Charges Due to the Presence of Two Language Groups. The Kapuskasing Board of Education, 1975-1976	162

LIST OF TABLES

Table		page
LXXXIX.	Breakdown of Yearly Per Student Cost for Secondary Debt Charges. The Kapuskasing Board of Education, 1975-1976	162
XC.	Actual Differential Cost for School to School Transportation of French-Language Secondary School Students. The Kapuskasing Board of Education, 1975-1976	163
XCI.	Summary of the Estimated Differential Costs of French-Language Education. The Kapuskasing Board of Education, 1975-1976	166
XCI-a.	Breakdown of Estimated Differential Cost of Business Administration Re French-Language Education. The Kapuskasing Board of Education, 1975-1976	167
XCI-b.	Breakdown of Estimated Differential Cost of Learning Materials for French-Language Education in the Secondary Schools. The Kapuskasing Board of Education, 1975-1976	168
XCII.	Summary of the Actual Differential Costs of French-Language Education. The Ottawa Board of Education, 1975-1976	170
XCIII.	Breakdown of the Actual Differential Cost of Business Administration Due to the Presence of Two Language Groups. The Ottawa Board of Education, 1975-1976	172
XCIV.	Breakdown of Actual Differential Cost for Instructional Services and Programmes for French-Language Education. The Ottawa Board of Education, 1975-1976	174

LIST OF TABLES

Table		page
XCV.	Breakdown of Actual Differential Cost of Board Allocations to French-Language Schools. The Ottawa Board of Education, 1975-1976	175
XCVI.	Differential in Teacher Requirements Between Language and Other Academic Classes in French-Language Secondary Schools. The Ottawa Board of Education, 1975-1976	179
XCVII.	Breakdown of Actual Differential Cost for 3.3 Extra Teachers Due to the Student-Teacher Ratio for Language Classes. The Ottawa Board of Education, 1975-1976	179
XCVIII.	Breakdown of Excess Student Capacity of the Ottawa Secondary Schools Due to the Presence of Two Language Groups. The Ottawa Board of Education, 1975-1976	181
XCIX.	Breakdown of Excess Capacity Actual Differential Cost for Teaching Staff in Two Extra Schools Due to the Pressence of Two Language Groups. The Ottawa Board of Education, 1975-1976	183
C.	Breakdown of Excess Capacity Actual Differential Cost for Secretarial Services in Two Extra Schools Due to the Presence of Two Language Groups. The Ottawa Board of Education, 1975-1976	185
CI.	Summary of the Actual Differential Cost for French-Language Education Within the "Instruction" Budget Function. The Ottawa Board of Education, 1975-1976	186

LIST OF TABLES

Table — page

CII. - Breakdown of Yearly Per Student Cost for Plant Operation and Maintenance of Secondary Schools and Schools for Retarded. The Ottawa Board of Education, 1975-1976 188

CIII.- Breakdown of Actual Differential Cost for Plant Operation and Maintenance of Secondary Schools Due to the Presence of Two Language Groups. The Ottawa Board of Education, 1975-1976 188

CIV. - Breakdown of Yearly Per Student Cost for Debt Charges of Secondary Schools and Schools for Retarded. The Ottawa Board of Education, 1975-1976 190

CV. - Breakdown of Actual Differential Cost for Debt Charges of Secondary Schools Due to the Presence of Two Language Groups. The Ottawa Board of Education, 1975-1976 190

CVI. - Breakdown of Home to School Transportation of Students in Secondary Schools and Schools for Retarded. The Ottawa Board of Education, 1975-1976 192

CVII. - Breakdown of the Average Cost Per Student Transported for Home to School Transportation of Secondary School Students. The Ottawa Board of Education, 1975-1976 192

CVIII. - Comparison of the Home to School Transportation Ratio of the English-Speaking and the French-Speaking Secondary School Students. The Ottawa Board of Education, 1975-1976 194

LIST OF TABLES

Table		page
CIX.	- Home to School Transportation Differential of Actual French-Speaking Secondary School Students in a Hypothetical Unilingual Set-Up. The Ottawa Board of Education, 1975-1976	195
CX.	- Breakdown of Actual Differential Cost for Home to School Transportation of Secondary School Students Due to the Presence of Two Language Groups. The Ottawa Board of Education, 1975-1976	195
CXI.	- Summary of the Estimated Differential Cost of French-Language Education. The Ottawa Board of Education, 1975-1976	199
CXI-a.	- Breakdown of Estimated Differential Cost of Instructional Administration, Services and Programmes for French-Language Education. The Ottawa Board of Education, 1975-1976	200
CXI-b.	- Breakdown of Estimated Differential Cost of Learning Materials for French-Language Education in the Secondary Schools. The Ottawa Board of Education, 1975-1976	201
CXII.	- Availability of Textbooks for the Primary Division According to Circular 14 (1976)	205
CXIII.	- Availability of Textbooks for the Junior Division According to Circular 14 (1976)	206
CXIV.	- Availability of Textbooks for the Intermediate Division According to Circular 14 (1976)	207
CXV.	- Availability of Textbooks for the Senior Division According to Circular 14 (1976)	208

LIST OF TABLES

Table		page
CXVI.	- Availability of Textbooks for the Honours Programme According to Circular 14 (1976)	209
CXVII.	- Summary of the Availability of Textbooks for All Divisions According to Circular 14 (1976)	210
CXVIII.	- Average Cost of Textbooks by Subjects (Elementary Schools)	214
CXIX.	- Average Cost of Textbooks Used by the French-Language Elementary Schools of Sudbury and Ottawa	215
CXX.	- Comparison of Actual Cost of Textbooks Per Pupil in French and English Schools Based upon Percentages Given in Table CXVIII	217
CXXI.	- Comparative Cost of Textbooks in Selected Areas of Study Pursued at Four Different Levels in French and English Secondary Schools.	221
CXXII.	- Comparison of the Total Cost of Textbooks Per Pupil Registered in Two Secondary Schools, One French and One English, with Similar Educational Programmes and of Similar Size	222
CXXIII.	- Differential Cost of Library Books in French Elementary Schools	230
CXXIV.	- Differential Cost of Library Books in French Secondary Schools	231
CXXV.	- Number of Titles in Culture-Related and Technical Subjects Mentioned in Circular 15, Canadian Curriculum Materials, for French- and English-Language Schools.	233

LIST OF TABLES

Table		page
CXXVI.	- Comparison of the Number of Film Titles Dealing with Language and Culture and with Technology Available to French and English Schools (According to Film Catalogue(1975), Ministry of Education)	234
CXXVII.	- Summary of Costs of French-Language Education Under Eight Jurisdictions	251
CXXVIII.	- Cost Per Francophone Pupil Classified According to Boards' Total Elementary School Enrolment, 1975-1976	253
CXXIX.	- Cost per Francophone Student Classified According to Boards' Total Secondary School Enrolment, 1975-1976	255
CXXX.	- Costs per Francophone Pupil Classified According to Francophone/Anglophone Ratio within Boards' Elementary School Enrolment, 1975-1976	257
CXXXI.	- Cost per Francophone Student Classified According to Francophone/Anglophone Ratio within Boards' Secondary School Enrolment, 1975-1976	258

1 Differential Costs of French-Language Education

Introduction:

The research undertaken is a study of the costs of providing instruction in French to students enrolled in French-language instructional units in areas of high concentration of Francophones.

The first phase of the study is descriptive in the sense that it attempts to identify and analyze data which show up the extra costs or differential costs of teaching French as a first language.

School Systems Reviewed: eight school boards, four separate school boards and four boards of education, were studied:

i) the District of Sudbury Roman Catholic Separate School Board;

ii) the Prescott and Russell County Roman Catholic Separate School Board;

iii) the District of Kapuskasing Roman Catholic Separate School Board;

iv) the Ottawa Roman Catholic Separate School Board;

v) the Sudbury Board of Education;

vi) the Prescott and Russell County Board of Education;

vii) the Kapuskasing Board of Education;

viii) the Ottawa Board of Education.

The existence and costs of services provided to the total school populations, but more specifically to the Francophones at both the elementary and secondary levels, were determined in each case.

Factors or Variables Considered: The variables commonly found within a Board's annual budget estimates, financial reports, yearly or monthly statements of expenditures served our purposes for classification analysis and reporting.

Thus, in the case of each school system or board the following divisions were adopted.

I Business Administration

II Instruction

A) Instructional Administration

B) Services and Programmes

C) Schools

III Plant Operation and Maintenance

IV Other Operating Expenditures

V Debt Charges

VI Student Transportation.

Cost of Services: With respect to each variable, an attempt was made to determine the existence of the service first of all for the total clientele, then for the Anglophone and Francophone clienteles separately.

By means of interviews, letters, telephone conversations and examination of financial data an attempt was made to translate into monetary terms the provision of services to the school population mentioned above.

The services and costs were analyzed in order to determine as accurately as possible the extra costs of French education.

The total cost of services offered by a school board is the sum of the costs of its schools and the costs of its services at the level

of its central administration.

The researchers believe that there are two types of differential costs of French-language education:

First Type: the actual differential cost (i.e., expenditures) incurred by a school board during the year, whether those expenditures are evident or hidden; the actual differential cost is brought about by the presence of two language groups within the Board organization.

Second Type: the estimated differential cost for additional services and materials needed by a Board in order to promote a level of service which would provide a "quality" education programme for Francophones ("model").

Trying to find the actual differential cost related to teaching French as a first language is not as simple as it appears on first sight. Of course, some of the financial information is rather self-explanatory and of easy access; for example, the honoraria of the French-Language Advisory Committee, membership fees to French-language associations, special allocations to French-language schools, the cost of translation services, the federal premium for bilingualism, etc.

Contrary, it seems, to the case of the teaching of French as a second language, where school boards often have the financial data and supporting information clearly set down to the last penny, it is soon realized that much of the financial data are hard to isolate and identify and therefore one must rely on value judgments made either by the Board officials and officers interviewed or by the researchers, or even by both groups; for instance, in business administration, a Board's budgets, financial reports or statements of expenditures might

not identify any function or sub-function as specifically related to a French-English situation; this has to be done.

At the administration office, the Board has an appropriate staff to do an efficient job, but what proportion of the secretarial staff, for example, did the Board have to hire in order to cope with the extra work required by the fact that the Board has to serve both the French and English-speaking? It is felt that there are many costs of that type that are real but not too evident to identify.

In order to find the actual differential cost, the approach adopted was to ask if in 1975-1976 the Board had catered to a unilingual instead of a bilingual population, what would have been the situation? Would the Board have needed the same number of supervisory officers, co-ordinators, consultants, etc.? Would the Board be in need of all its schools? Where is the duplication, if any? Answers to these questions would reveal the actual differential cost for the particular school board.

The actual differential cost has been tabulated first according to the general classification found on page 3, then broken down in various ways to highlight findings and differences in the case of each of the eight boards.

This chapter will have eight sections, each being a separate case study for the eight boards.

The reader will note that the summaries of the actual differential cost for each school board show, in respective columns, the Ordinary Expenditures and Extraordinary Expenditures according to the Uniform Code of Accounts used by the Ministry of Education of Ontario.

THE SUDBURY DISTRICT ROMAN CATHOLIC SEPARATE SCHOOL BOARD

The Sudbury District Roman Catholic Separate School Board is a large separate school board in mid-northern Ontario. Its schools' population is 24,350 with approximately 55.2% French-speaking pupils and 44.8% English-speaking. The Board has eighty schools, forty-eight French and thirty-two English; thirty-eight of these are in the city of Sudbury, with nineteen English and nineteen French. There are 600 teachers in the French section, and 508 in the English section.

The researchers met with Board officials and officers on four different occasions: Mr. Onésime Tremblay, Director of Education; Mr. Roger Gionet, Controller of Finance; and two administrative assistants, gave full co-operation and assistance.

The Board's budget for the school year July 1, 1975 to June 30, 1976 was close to $31,000,000.00, of which over fifty-nine percent was spent for instruction and educational services.

Through conversations with the above-mentioned Board officials and officers and the study of pertinent and relevant data, the researchers calculated an actual differential cost of $1,027,381.00 for French-language instruction.

The following pages present an analysis of the Board's differential costs which are created by the presence of two linguistic groups within one administrative system. The parallel structures from top to bottom and the almost complete duplication of services, especially in business and in instruction, accounts for a rather high differential cost.

Table I gives a summary of the actual differential cost of French-language education for the Sudbury District Roman Catholic Separate School Board for the period July 1, 1975 to June 30, 1976.

Table II gives a breakdown of the actual differential costs for the business administration of the Sudbury District Roman Catholic Separate School Board during the school year 1975-1976.

The proportion of the total cost of each item that is assigned to the French-language differential costs was arrived at through "guestimates" based upon interviews and pertinent and relevant financial documents.

The actual differential cost was estimated thus: one-half of the 1975-1976 expenses for conventions and conferences re trustees and staff, for meetings, advertising and the Board's bulletin; 100% of translator's salary, who is hired on a half-time basis.

It is believed that the bilingual situation increases the cost of office supplies 15 to 20 percent. The actual differential cost for association fees, i.e., $5,073.00 (22.8%) was derived by subtracting the actual cost from the hypothetical expense the Board would have incurred if all the fees had been paid to the one English-language association.

The actual differential cost of $2,317.00 for telephone is 3.64% of the total cost of $63,700.00 for all the Board's schools and offices. The ratio used, i.e., 3.64%, is explained in Table IX.

The actual differential cost for business administration during the period July 1, 1975 to June 30, 1976 amounts to $45,608.00.

Table I. Summary of the Actual Differential Costs of French-Language Education. The Sudbury District Roman Catholic Separate School Board, 1975-1976.

Items	Actual Differential Costs		Total Actual Differential Cost
	Extraordinary Expenditures	Ordinary Expenditures	
I Business Administration	--	$ 45,608.00	$ 45,608.00
II Instruction:			
A) Instructional Administration	--	139,420.00	139,420.00
B) Services and Programmes	--	303,018.00	303,018.00
C) Schools	--	146,617.00	146,617.00
III Plant Operation and Maintenance	--	192,368.00	192,368.00
IV Other Operating Expenditures	--	4,977.00	4,977.00
V Debt Charges	$ 97,613.00	--	97,613.00
VI Student Transportation	97,760.00	--	97,760.00
Sub-totals	195,373.00	832,008.00	--
Total	--	--	1,027,381.00

Table II. Breakdown of the Actual Differential Cost of Business Administration. The Sudbury District Roman Catholic Separate School Board, 1975-1976.

Items	Proportion Assigned to French-Language Component in %	Actual Differential Cost
Conventions and Conferences for Trustees	50	$ 8,997.00
Conventions and Conferences for Staff	50	922.00
Meeting Expenses	50	2,958.00
Advertising	50	405.00
Bulletin	50	2,600.00
Telephone	3.64	2,317.00
Office Supplies	17.5	13,336.00
Association Fees	22.8	5,073.00
Translator's Salary	100	9,000.00
Total	--	45,608.00

Table III shows a breakdown of the actual differential costs for the instructional administration of the Sudbury District Roman Catholic Separate School Board during the school year July 1, 1975 to June 30, 1976. By instructional administration is meant: the educational supervisory officers and services related to them.

Through interviews with Board educational officials and study of relevant documentation, the researchers estimated that one-third of educational supervisory officers, their support and secretarial staff, are additional, or, in other words, in excess of what would prevail in a unilingual organization.

It is believed that there would be only one Superintendent of Schools instead of two; one Assistant Superintendent instead of two; two administrative assistants instead of three; and there would be three secretaries less.

To arrive at this estimate, the following basis was applied: the ratio of pupils per educational supervisory officer within large- and medium-size Separate School boards in Ontario,as presented in Table IV.

The Sudbury District Roman Catholic Separate School Board has jurisdiction over 24,350 pupils; this number when divided by 3,680 yields six educational supervisory officers instead of eight as is presently the case.

The actual differential cost for instruction administration, i.e., educational supervisory officers, amounts to $139,420.00.

Table III. Breakdown of Actual Differential Cost for Instructional Administration. The Sudbury District Roman Catholic Separate School Board, 1975-1976.

Items	Salary	Fringe Benefits	Travel Expenses	Actual Differential Cost
1 Superintendent	$ 39,100.00	$1,446.00	$1,375.00	$ 41,921.00
1 Assistant Superintendent	34,730.00	1,285.00	1,375.00	37,390.00
1 Administrative Assistant	25,410.00	2,337.00	1,200.00	28,947.00
3 Secretaries	28,500.00	2,662.00	--	31,162.00
Total	127,740.00	7,730.00	3,950.00	139,420.00

Table IV. Ratio of Pupils per Educational Supervisory Officer Within Large-and Medium-Size Separate School Boards in Ontario in 1975-1976.

Items	Pupils	Supervisory Officers	Ratio
Metro Toronto	92,915	25	3,717/1
Waterloo	16,969	5	3,394/1
Hamilton-Wentworth	23,375	5	4,675/1
Windsor	18,195	5	3,639/1
Essex	10,237	3	3,412/1
London-Middlesex	11,317	4	2,829/1
Total	173,008	47	3,680/1

Table V is a breakdown of the actual differential cost for instructional services and programmes within the instruction function of the Sudbury District Roman Catholic Separate School Board from July 1, 1975 to June 30, 1976.

Through interviews with Board educational officers and study of pertinent information, the researchers believe that because the whole school system is French and/or English, one-quarter to one-third of the services and programme personnel are in excess of what would prevail if there were only one language group.

It is felt that eleven out of forty consultants are additional, as well as one psychometrist out of four; the same applies to three and one-half secretaries out of eleven and one-half presently working for the consultant staff.

These fifteen and one-half persons account for an actual differential cost of $303,018.00.

Table V. Breakdown of the Actual Differential Cost for Instructional Services and Programmes. The Sudbury District Roman Catholic Separate School Board, 1975-1976.

Items	Salary	Fringe Benefits	Travel Expenses	Actual Differential Cost
11 Consultants	$233,728.00	$8,648.00	$11,000.00	$ 253,376.00
1 Psychometrist	16,000.00	1,472.00	--	17,472.00
3.5 Secretaries	29,460.00	2,710.00	--	32,170.00
Total	279,188.00	12,830.00	11,000.00	303,018.00

Table VI gives a breakdown of the actual differential cost for principals' basic salaries, responsibility allowances and fringe benefits in fourteen redefined attendance areas due to the presence of two language groups under the jurisdiction of the Sudbury District Roman Catholic Separate School Board for the school year July 1, 1975 to June 30, 1976.

The figures in Table VI were derived after lengthy conversations with the Comptroller of Finance and the analysis of available data.

The French and English separate schools were studied by dividing the District of Sudbury into attendance areas which were then redefined in order to reflect the theoretical presence of one language only.

Out of the fourteen redefined attendance areas, ten of these yield an actual differential cost for principals' salaries and for responsibility allowances and for fringe benefits, which total $79,692.00.

The other four redefined attendance areas yield an actual differential cost in pupil transportation only; this is shown further on in Tables XIII and XIV.

The following procedure was followed to redefine the attendance areas:

i) determine whether the sector had a Francophone or Anglophone majority;

ii) locate any vacant classrooms in one or more schools of the majority group;

iii) then one or more of the minority schools were vacated by

transferring each of the pupil groups into the classrooms mentioned in ii;

iv) the final step consisted of finding the costs of the new set-up as compared to the situation prevailing in the school year 1975-1976.

There was no reduction made to the number of pupil groups, nor to the number of classroom teachers. Therefore, there were no changes made to the pupil-classroom ratio nor to the pupil-homeroom teacher ratio.

Through that procedure, it was found that if the Board were unilingual, and if the pupils were redeployed accordingly, six school buildings within the fourteen redefined areas would become redundant, i.e., Our Lady of Fatima in Blezard Valley, St. Jacques in Hanmer, plus St. Jerome, St. Gabriel, St. Hubert and St. Paul in Sudbury. The figures arrived at for these six schools in the column under Principal's Basic Salary indicate the portion of their basic salaries that are considered additional as they all have teaching as well as administrative duties. The portion of their time spent for administration rather than teaching is shown in the column under Percent of Time for Administration. The responsibility allowances and fringe benefits related to these six schools are also additional costs.

In Capreol, the situation is a little different: Ecole Sainte-Marie with four rooms, and St. Mary's School with ten rooms, are two schools or school units within the same school building. Therefore, if by hypothesis there were only one language present, the full-time principal of St. Mary's would remain and the principalship at Ecole

Sainte-Marie would be redundant, thus creating an additional expense in the amount of $8,000.00 in basic salary and $2,500.00 in responsibility allowances.

In the column under Responsibility Allowances, the reader will also note differential costs for the St. Patrick School in Azilda, St. Mark School in Markstay, St. Peter's School in Wahnapitae and Ecole Saint-Albert in Sudbury.

In Azilda, it is felt that the equivalent of three classes of pupils would not be bused to St. Patrick School but attend Ste-Marie School, thus creating a responsibility allowance differential of $400.00.

In Markstay, St. Mark School with three classes and Ecole Saint-Marc with seven classes are both in the same school building. The hypothetical presence of <u>one</u> language instead of two would create a school of ten classes under a single full-time principal in one school building through the combining of the time spent for administrative duties by the two actual part-time principals, i.e., 30% and 70%.

The only differential cost in this case then is the responsibility allowance differential of $1,950.00 plus the fringe benefits generated by 3.7% of that amount, i.e., $72.00.

The same reasoning applies to Wahnapitae where St. Peter's with four classes and Saint-Pierre with six classes are both school units within the confines of the same building. In this instance, the differential cost is the responsibility allowance differential of $2,400.00 plus $89.00 in fringe benefits.

In the case of Ecole Saint Albert, located in the southwest area of the city of Sudbury, a similar situation prevails: two schools or

school units are under one roof. The combining of St. Albert School with Ecole Saint-Albert creates a responsibility allowance differential of $2,000.00, generating $74.00 in fringe benefits.

The reader will note that in the southwes part of Sudbury, two schools generate a differential cost: St. Hubert (building), spoken of previously, which is theoretically vacated, and Ecole Saint-Albert (unit), which is hypothetically combined with St. Albert School.

The figures in the column under Responsibility Allowance Differential in Table VI were derived in the following way: the responsibility allowances actually earned by the principals of the school buildings closed or school units combined, are reduced by an amount equal to the extra responsibility allowances earned by the principals receiving the pupils after redeployment.

For instance, in the eastern sector of the city of Sudbury, the responsibility allowance differential of $2,050.00 is derived in the following manner: the actual responsibility allowance (for principalship of a three-room school) at St. Paul School is $2,500.00.

Through the hypothetical closing of St. Paul School, the principal receiving two classes of pupils at Pius XII School would earn an additional $300.00; the principal receiving one class at St. Rémi School would earn an additional $150.00.

Therefore, $450.00 subtracted from $2,500.00 yields a responsibility allowance differential of $2,050.00 as shown in Table VI.

The amounts in the column under Fringe Benefits are derived thus: the sum of the amounts in the columns under Responsibility Allowance Differential and Fringe Benefits is multiplied by 3.7%; this ratio of 3.7%

was arrived at after consultation with Board officers and perusal of relevant data.

Table VII gives a breakdown of the actual differential cost for the instructional supplies and services in six extra school buildings within fourteen redefined attendance areas due to the presence of two language groups under the jurisdiction of the Sudbury District Roman Catholic Separate School Board during the period July 1, 1975 to June 30, 1976.

The reader will recall what was said in the explanations preceding Table VI: if the Board were unilingual and if the pupils were redeployed accordingly, six school buildings within fourteen redefined attendance areas would become redundant. Those six schools are Our Lady of Fatima in Blezard Valley, St. Jacques in Hanmer, plus St. Jerome, St. Gabriel, St. Hubert and St. Paul in Sudbury.

The amount of $66,717.00 in the column under Actual Differential Cost in Table VII was derived by calculating 3.64% of the total expenditures for instructional supplies and services during the school year 1975-1976.

The figure of 3.64% in the column under Ratio of Six Extra Buildings is the percentage found by dividing the gross floor area of the six extra schools by the total gross floor area of all Board-owned buildings, i.e, 69,753 sq. ft. divided by 1,916,940 sq. ft. equals 3.64% as is shown in Table IX.

Through interviews with Board representatives and the study of pertinent data, it is believed that the expenditures re instructional supplies and services for six extra schools in the amount of $66,717.00 are actual differential costs to the Board.

Table VIII gives a summary of the actual differential costs in schools within fourteen redefined attendance areas due to the presence of two language groups under the jurisdiction of the Sudbury District Roman Catholic Separate School Board during the period July 1, 1975 to June 30, 1976.

The figures in the column under Total Actual Differential Cost for "Instruction" are derived from Tables VI and VII. The total amount of $146,617.00 can be referred to in Table I under: II Instruction, C) Schools.

Table VI. Breakdown of the Actual Differential Cost for Principal's Basic Salary, Responsibility Allowances and Fringe Benefits in Fourteen Redefined Attendance Areas Due to the Presence of Two Language Groups. The Sudbury District Roman Catholic Separate School Board, 1975-1976.

Areas Attendance	School Units	Principal				
		% of Time for Admin.	Apportioned Basic Salary	Responsibility Allowance Differential	Fringe Benefits	Actual Differential Cost
Azilda	St. Patrick	N/A	Nil	$ 400.00	$ 15.00	$ 415.00
Blezard Valley	O.L. of Fatima	30	$ 6,000.00	1,900.00	292.00	8,192.00
Capreol	Sainte-Marie	40	8,000.00	2,500.00	389.00	10,889.00
Garson	N/A	N/A	Nil	Nil	Nil	0
Hanmer	St. Jacques	40	8,000.00	2,250.00	379.00	10,629.00
Markstay	St. Mark	N/A	Nil	1,950.00	72.00	2,022.00
Val Caron	N/A	N/A	Nil	Nil	Nil	0
Wahnapitae	St. Peter	N/A	Nil	2,400.00	89.00	2,489.00
Sudbury						
New Sudbury	St. Jerome	40	8,000.00	3,100.00	411.00	11,511.00
North Central	St. Gabriel	50	10,000.00	2,500.00	462.00	12,962.00
Southwest	St. Hubert	40	8,000.00	2,000.00	370.00	10,370.00
	St-Albert	N/A	Nil	2,000.00	74.00	2,074.00
South	N/A	N/A	Nil	Nil	Nil	0
Southeast	N/A	N/A	Nil	Nil	Nil	0
East	St. Paul	30	6,000.00	2,050.00	297.00	8,347.00
Total			54,000.00	23,050.00	2,850.00	79,900.00

Table VII. Breakdown of Actual Differential Cost in Instructional Supplies and Services in Six Extra School Buildings Within Fourteen Redefined Attendance Areas Due to the Presence of Two Language Groups. The Sudbury District Roman Catholic Separate School Board, 1975-1976.

Items	Total Expenditure	Ratio of Six Extra School Buildings	Actual Differential Cost
Instructional Supplies and Services	$ 1,833,700.00	3.64%	$ 66,717.00

Table VIII. Summary of Actual Differential Costs for "Instruction" in Fourteen Redefined Attendance Areas Due to the Presence of Two Language Groups. The Sudbury District Roman Catholic Separate School Board, 1975-1976.

Items "Instruction"	Total Actual Differential Cost
Principals' Salaries, Responsibility Allowances and Fringe Benefits	$ 79,900.00
Instructional Supplies and Services	66,717.00
Total	146,617.00

Table IX is a breakdown of the gross floor areas of six extra school buildings used to figure the ratio of the actual differential costs for plant operation and maintenance, debt charges and other operating expenditures of the Sudbury District Roman Catholic Separate School Board during the period July 1, 1975 to June 30, 1976.

The figures in the column under Gross Floor Areas in Square Feet were obtained through discussions with Board officers and study of relevant and pertinent data.

The figures in the column under Ratio to Total Gross Floor Area in % were derived by dividing each amount found in the column under Gross Floor Area in Square Feet by the total amount of 1,916,940 square feet for all Board-owned buildings, which is found at the bottom of the same column.

Table IX. Breakdown of Gross Floor Areas of Six Extra Buildings Used to Figure the Ratio of the Actual Differential Cost for Plant Operation and Maintenance, Debt Charges and Other Operating Expenditures. The Sudbury District Roman Catholic Separate School Board, 1975-1976.

Attendance Areas	School Buildings	Gross Floor Areas in Square Feet	Ratio to Total Gross Floor Area in %
Blezard Valley	O.L. of Fatima	7,428	.39
Hanmer	St. Jacques	9,000	.47
Sudbury			
New Sudbury	St. Jerome	13,700	.71
North Central	St. Gabriel	8,797	.46
Southwest	St. Hubert	11,808	.62
East	St. Paul	19,020	.99
Sub-total		69,753	3.64
Other Buildings		1,847,187	96.36
Total		1,916,940	100.00

Table X is a breakdown of the actual differential costs for plant operation and maintenance of six extra school buildings due to the presence of two language groups under the jurisdiction of the Sudbury District Roman Catholic Separate School Board during the period July 1, 1975 to June 30, 1976.

The figures in the column under Actual Differential Cost were derived in the following manner after interviews and study of pertinent data.

The Board's total plant operation and maintenance expenditures for the school year 1975-1976, in the amount of $5,287,150.00, were multiplied by the percent shown in the column under Ratio of Actual Differential Cost.

The six schools referred to are listed in Table IX in the column under School Buildings.

Table XI shows a breakdown of the actual differential cost for the other operating expenditures of six extra school buildings due to the presence of two language groups under the jurisdiction of the Sudbury District Roman Catholic Separate School Board for July 1, 1975 to June 30, 1976.

The figure of $4,977.00 in the column under Actual Differential Cost was derived in the following way.

The Board's total other operating expenditures for the school year 1975-1976 in the amount of $136,800.00 were multiplied by the percentage given in the column under Ratio of Actual Differential Cost.

The six schools referred to are listed in Table IX in the column under School Buildings.

Table XII gives a breakdown of the actual differential cost for the debt charges of six extra school buildings due to the presence of two language groups under the jurisdiction of the Sudbury District Roman Catholic Separate School Board during the school year 1975-1976.

The figure of $97,613.00 in the column under Actual Differential Cost was derived in the following manner.

The Board's total debt charges for the period of July 1, 1975 to June 30, 1976, in the amount of $2,682,863.00 were multiplied by the percentage given in the column under Ratio of Actual Differential Cost.

The six schools referred to are listed in Table IX in the column under School Buildings.

Table X. Breakdown of Actual Differential Cost for Plant Operation and Maintenance of Six Extra School Buildings Due to the Presence of Two Language Groups. The Sudbury District Roman Catholic Separate School Board, 1975-1976(a).

Items	Ratio of Actual Differential Cost	Actual Differential Cost
Six Extra School Buildings	3.64%	$ 192,369.00

(a) Total expenditures for plant operation and maintenance: $5,287,150.00.

Table XI. Breakdown of the Actual Differential Cost for Other Operating Expenditures of Six Extra School Buildings Due to the Presence of Two Language Groups. The Sudbury District Roman Catholic Separate School Board, 1975-1976(a).

Items	Ratio of Actual Differential Cost	Actual Differential Cost
Six Extra School Buildings	3.64%	$ 4,977.00

(a) Total of other operating expenditures: $136,800.00

Table XII. Breakdown of the Actual Differential Cost for Debt Charges of Six Extra School Buildings Due to the Presence of Two Language Groups. The Sudbury District Roman Catholic Separate School Board, 1975-1976(a).

Items	Ratio of Actual Differential Cost	Actual Differential Cost
Six Extra School Buildings	3.64%	$ 97,613.00

(a) Total debt charges: $2,682,863.00

Table XIII gives a breakdown of the difference in transportation requirements of pupils presently attending school in fourteen redefined attendance areas, due to the presence of two language groups under the jurisdiction of the Sudbury District Roman Catholic Separate School Board for the school year 1975-1976.

The figures given in Table XIII were arrived at after consultation with the Board's Comptroller of Finance and study of relevant documents.

The total in the column under Difference was derived by subtracting the total in the column under Greater Number of Pupils Needing Bus Transportation from the total in the column under Lesser Number of Pupils Needing Bus Transportation.

In other words, the researchers believe that if the fourteen attendance areas referred to were redefined and pupil transporation reorganized accordingly, six hundred and eleven pupils less would be bused to school.

The reader will note that in the attendance areas of Azilda, Garson, Hanmer, Val Caron, New Sudbury, Sudbury South and Southeast, a total of seven hundred and forty-five pupils less would need transportation.

On the other hand, in the attendance areas of Blezard Valley, North Central and East Sudbury, one hundred and thirty-four pupils more would need transportation.

Therefore, the hypothetical redefining of attendance areas would account for a net difference of six hundred and eleven pupils less needing transportation, as shown in Table XIII.

Table XIII. Breakdown of the Difference in Transportation Requirements of Pupils Presently Attending School in Fourteen Redefined Attendance Areas, Due to the Presence of Two Language Groups. The Sudbury District Roman Catholic Separate School Board, 1975-1976.

Attendance Areas	Lesser Number of Pupils Needing Bus Transportation	Greater Number of Pupils Needing Bus Transportation	Difference
Azilda	60	--	- 60
Blezard Valley	--	60	+ 60
Capreol	--	--	0
Garson	240	--	-240
Hanmer	200	--	-200
Markstay	--	--	0
Val Caron	100	--	-100
Wahnapitae	--	--	0
Sudbury			
New Sudbury	50	--	- 50
North Central	--	45	+ 45
Southwest	--	--	0
South	50	--	- 50
Southeast	45	--	- 45
East	--	29	+ 29
Total	745	134	-611

Table XIV indicates in the column under Actual Differential Cost an amount of $97,760.00 which is derived by multiplying the additional number of pupils who would require transportation, i.e., 611 by the per pupil cost of $160.00 for home to school transportation.

Table XV shows this per pupil cost which was arrived at by dividing the total number of pupils being transported, i.e., 14,000 into the Board's total cost for home to school transportation during the school year 1975-1976.

Table XIV. Breakdown of Actual Differential Cost for Pupil Transportation in Fourteen Redefined Attendance Areas Due to the Presence of Two Language Groups. The Sudbury District Roman Catholic Separate School Board, 1975-1976.

Items	Additional Number of Pupils Requiring Transportation	Cost Per Pupil	Actual Differential Costs
Home to School Transportation	611	$ 160.00	$ 97,760.00

Table XV. Breakdown of the Per Pupil Cost for Home and School Transportation. The Sudbury District Roman Catholic Separate School Board, 1975-1976(a).

Items	Total Cost	Number of Pupils Transported	Per Pupil Cost
Home to School Transportation	$ 2,240,000.00	14,000	$ 160.00

(a) The figures used are approximate.

In addition to the actual differential cost associated with the items of Table I, there is also an estimated differential cost which must be taken into account and which is presented in Table XVI.

The figures in the column under Total Estimated Differential Cost were derived through discussions with educational officers and the study of pertinent and relevant documents.

The researchers believe that the total estimated differential cost of French-language education for the Sudbury District Roman Catholic Separate School Board amounts to $766,068.00 for the academic year as shown in Table XVI.

The estimated differential costs for both business administration and instruction are broken down in Tables XVI-a and XVI-b.

The researchers believe that the presence of two language groups under the jurisdiction of a school board as large as the Sudbury District Roman Catholic Separate School Board justifies an estimated differential cost of $31,500.00 for translation services as shown in Table XVI-a.

It is felt that the minimum services required are a full-time translator, a full-time secretary plus basic supplies and equipment.

Table XVI-b gives a breakdown of the estimated differential cost for "Instruction", which in this case comprises learning materials only. The reader will note that the explanations for the figures in the column under Estimated Differential Cost Per Student Per Year are given in Chapter II of this Report: Availability and Costs of Textbooks, Library Books and Other Learning Materials.

The amounts in the column under Estimated Differential Cost were derived by multiplying the amounts given as the estimated differential cost per pupil per year by the number of Francophone pupils educated by the present Board.

The estimated differential cost of learning materials needed for the "Instruction" of French-language pupils in the Sudbury District Roman Catholic Separate School Board during the academic year amounts to $735,143.00 as shown in Table XVI-b.

The total differential cost, i.e., actual and estimated, for French-language instruction comes to $1,793,449.00 ($1,027,381.00 + $766,068.00)*.

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* See Tables I and XVI.

Table XVI. Summary of the Estimated Differential Costs of French-Language Education. The Sudbury District Roman Catholic Separate School Board, 1975-1976.

Items	Estimated Differential Costs		Total Estimated Differential Cost
	Extraordinary Expenditures	Ordinary Expenditures	
I Business Administration	--	$ 30,925.00	$ 30,925.00
II Instruction:			
A) Instructional Administration	--	--	--
B) Services and Programmes	--	--	--
C) Schools	--	735,143.00	735,143.00
III Plant Operation and Maintenance	--	--	--
IV Other Operating Expenditures	--	--	--
V Debt Charges	--	--	--
VI Student Transportation	--	--	--
Sub-totals	--	766,068.00	--
Total	--	--	766,068.00

Table XVI-a. Breakdown of the Estimated Differential Cost of Business Administration Re French-Language Education. The Sudbury District Roman Catholic Separate School Board, 1975-1976(a).

Items Business Administration	Salaries	Fringe Benefits	Other	Estimated Differential Cost
Translation Services:				
Translator	$ 18,000.00	$ 1,620.00	N/A	$ 19,620.00
Secretarial Staff	8,500.00	765.00	N/A	9,265.00
Supplies and Equipment	N/A	N/A	$ 2,615.00	2,615.00
Total	26,500.00	2,385.00	2,615.00	31,500.00

(a) Fringe benefits are 9% of salaries.

Table XVI-b. Breakdown of Estimated Differential Cost of Learning Materials for French-Language Education in the Elementary Schools. The Sudbury District Roman Catholic Separate School Board, 1975-1976(a).

Items Learning Materials for Secondary Schools	Estimated Differential Cost Per Student Per Year	Number of Francophone Students	Estimated Differential Cost
Textbooks	$ 5.56	13,442	$ 74,738.00
Library:			
a) Books	13.33	13,442	179,182.00
b) Technicians	20.00	13,442	268,840.00
c) Clerk-Typists	10.00	13,442	134,420.00
d) Other Operating Costs	0.80	13,442	10,753.00
Other Learning Materials	5.00	13,442	67,210.00
Total	54.69	13,442	735,143.00

(a) The figures in the column under Estimated Differential Cost Per Student Per Year have been taken from Chapter II of the Report: Availability and Costs of Textbooks, Library Books and Other Learning Materials.

THE PRESCOTT AND RUSSELL COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD

The Prescott and Russell County Roman Catholic Separate School Board is situated in a highly rural district of eastern Ontario and has an elementary school population of approximately seven thousand five hundred pupils; only about one hundred or 1.33% of these are English-speaking.

The Board has twenty-nine schools under its jurisdiction with only one small English-language school. The teacher-equivalent for September 1975 was roughly three hundred and eighty-two.

The Board officials and officers that the researchers met with were very sympathetic and co-operative: Mr. Jean Leveillé, Director of Education; Mr. Harold Demers, Superintendent of Curriculum; Mr. Gaston Cadieux, Superintendent of Supervision; Mr. Yvon Lahais, Superintendent of Business and Finance; and Mr. Alain Boucher, Director of Finance.

The Board's total expenditures for the school year extending from July 1, 1975 to June 30, 1976, were estimated at $9,675,857.00.

Through conversations with the above-mentioned Board officials and officers and the study of pertinent and relevant data, the researchers figured an actual differential cost of $146,618.00.

The following pages are an analysis of the Board's actual differential cost brought about by the presence of two linguistic groups with a single administrative set-up.

Table XVII gives a summary of the actual differential cost of French-language education for the Prescott and Russell County Roman Catholic Separate School Board for the period July 1, 1975 to June 30, 1976.

THE PRESCOTT AND RUSSELL COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD

Table XVII. Summary of the Actual Differential Costs of French-Language Education. The Prescott and Russell County Roman Catholic Separate School Board, 1975-1976.

Items	Actual Differential Costs		Total Actual Differential Cost
	Extraordinary Expenditures	Ordinary Expenditures	
I Business Administration	--	$ 900.00	$ 900.00
II Instruction:			
A) Instructional Administration	--	--	--
B) Services and Programmes	--	--	--
C) Schools	--	74,016.00	74,016.00
III Plant Operation and Maintenance	--	6,847.00	6,847.00
IV Other Operating Expenditures	--	29,325.00	29,325.00
V Debt Charges	--	--	--
VI Student Transportation	35,530.00	--	35,530.00
Sub-totals	35,530.00	111,088.00	--
Total	--	--	146,618.00

THE PRESCOTT AND RUSSELL COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD

Table XVIII is a breakdown of the actual differential cost for the business administration of the Prescott and Russell County Roman Catholic Separate School Board during the period July 1, 1975 to June 30, 1976.

The amounts assigned to the actual differential cost are based upon conversations with Board officers and study of pertinent data.

The amount of $500.00 was spent for translation services on account of the French-English situation.

A secretary of the administration office does specific part-time work for the school in Pendleton in the amount of $400.00.

Table XVIII. Breakdown of the Actual Differential Cost for Business Administration. The Prescott and Russell County Roman Catholic Separate School Board, 1975-1976.

Items	Actual Differential Cost
Translation Services	$ 500.00
Secretarial Services (Pendleton School)	400.00
Total	900.00

THE PRESCOTT AND RUSSELL COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD

Table XIX gives a breakdown of the actual differential cost for the teachers' salaries and fringe benefits in two schools due to the presence of two language groups under the jurisdiction of the Prescott and Russell County Roman Catholic Separate School Board during the period 1975-1976.

This Board has a very unique situation in the fact that it has an English-speaking enrolment of roughly one hundred pupils out of 7,500. Those pupils constitute a minority of 1.33%. Fifty-eight of these attend Our Lady of Divine Love School in Pendleton, where there is a 4.2 teacher-equivalent. Thirteen pupils make up one class and have their own teacher at Ecole Paul VI in Hawkesbury.

If, by hypothesis, all the pupils under the jurisdiction of this Board spoke the same language, the following situation would prevail:

a) the thirteen minority pupils at Ecole Paul VI would be put in other classes;

b) the fifty-eight pupils at Pendleton school would be placed in other neighbouring schools without any supplementary costs to the Board.

The figures in Table XIX in the column under Actual Differential Cost in the amount of $74,016.00 were derived through interviews with Board officials and study of pertinent and relevant documents.

THE PRESCOTT AND RUSSELL COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD

Table XIX. Breakdown of the Actual Differential Cost for Teachers' Salaries and Fringe Benefits in Two Schools Due to the Presence of Two Language Groups. The Prescott and Russell County Roman Catholic Separate School Board, 1975-1976(a).

Items	Teachers' Salaries	Fringe Benefits	Actual Differential Cost
Our Lady of Divine Love School in Pendleton	$ 59,848.00	$ 2,214.00	$ 62,062.00
One Class Ecole Paul VI Hawkesbury	11,528.00	426.00	11,954.00
Total	71,376.00	2,640.00	74,016.00

(a) The fringe benefits are 3.7% of the salaries.

THE PRESCOTT AND RUSSELL COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD

Table XX is a breakdown of the actual differential cost for plant operation and maintenance of one school, namely Our Lady of Divine Love School in Pendleton, on account of the presence of two language groups under the jurisdiction of the Prescott and Russell County Roman Catholic Separate School Board during the period July 1, 1975 to June 30, 1976.

The figures in the column under Actual Differential Cost were derived in the following manner through interviews and study of relevant documents.

The caretaker, who works in two schools, earns $9,000.00 yearly; four-ninths of that amount, or $4,275.00, is the portion assigned to the Pendleton school.

The actual differential cost for repairs is a "guestimate", while those for heating, lighting and insurance were arrived at by multiplying the total cost of each item by the percentage shown in the column under Proportion Assigned to this School.

The ratio of .71% used to figure the actual differential cost for heating and lighting was derived thus: the gross floor area for the Pendleton school, i.e., 4,297 square feet, was divided by the total gross floor area of all Board-owned buildings, i.e., 609,863 square feet. Therefore, 4,297 divided by 609,863 equals .71%.

The ratio of .41% used to calculate the actual differential cost of the insurance premium was derived in this way: the insurance coverage of $48,000.00 for the Pendleton school was divided by the Board's total insurance coverage of $11,855,605.00.

THE PRESCOTT AND RUSSELL COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD

Table XX. Breakdown of the Actual Differential Cost for Plant Operation and Maintenance of One School Due to the Presence of Two Language Groups. The Prescott and Russell County Roman Catholic Separate School Board, 1975-1976.

	Board's Total Cost	Proportion Assigned to this School	Actual Differential Cost
Caretaker	$ 9,000.00		$ 4,275.00
Heating	100,000.00	.71%	705.00
Lighting	107,616.00	.71%	758.00
Repairs	--	(estimate)	1,000.00
Insurance Premiums	27,000.00	.41%	109.00
Total	--	--	6,847.00

THE PRESCOTT AND RUSSELL COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD

Table XXI shows an actual differential cost of $29,325.00 for twenty-five pupils from Russell who receive instruction from the Carleton Roman Catholic Separate School Board charging a per pupil tuition fee of $1,173.00 for the school year 1975-1976.

To simplify things, the item of tuition fees has been included under the title of "Other Operating Expenditures".

After interviews with Board officials and study of relevant documents, the researchers believe that the actual differential cost is due to the following reason: if, by hypothesis again, all the pupils under the jurisdiction of the Prescott and Russell County Roman Catholic Separate School Board spoke the same language, the twenty-five Anglophone pupils presently being bused to Metcalfe in Carleton County would attend the Board's own neighbouring schools without incurring any additional cost to the Board. In fact, twenty-five pupils distributed in two, three or four schools having six to nine levels, would not require the hiring of an additional teacher.

Table XXII gives the actual differential cost for home to school transportation of pupils due to the presence of two language groups under the jurisdiction of the Prescott and Russell County Roman Catholic Separate School Board for the school year 1975-1976.

The figures in Table XXII were derived after consultation with Board officials and study of pertinent and relevant data.

The reasons given previously to explain Table XXI also explain Table XXII, showing an actual differential cost of $5,440.00 for home to school transportation of twenty-five pupils at a per pupil cost of $217.60.

THE PRESCOTT AND RUSSELL COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD

Table XXI. Breakdown of Actual Differential Cost for Other Operating Expenditures - Tuition Fees - Due to the Presence of Two Language Groups. The Prescott and Russell County Roman Catholic Separate School Board, 1975-1976.

Items	Per Pupil Tuition Fee Paid to Carleton Roman Catholic Separate School Board	Number of Pupils Receiving Instruction from the Carleton Roman Catholic Separate School Board	Actual Differential Cost
Tuition Fees:			
Pupils from Russell	$1,173.00	25	$ 29,325.00

Table XXII. Breakdown of Actual Differential Cost for Home to School Transportation of Pupils Due to the Presence of Two Language Groups. The Prescott and Russell County Roman Catholic Separate School Board, 1975-1976.

Items	Per Pupil Cost	Pupils Transported	Actual Differential Cost
Home to School Transportation Pupils from Russell	$ 217.60	25	$ 5,440.00

THE PRESCOTT AND RUSSELL COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD

In addition to the actual differential cost associated with the items of Table XXII, there is also an estimated differential cost which must be taken into account and which is presented in Table XXIII.

The figures in the column under Total Estimated Differential Cost were derived through discussions with educational officers and the study of pertinent and relevant documents.

The researchers believe that the total estimated differential cost of French-language education for the Prescott and Russell County Roman Catholic Separate School Board amounts to $436,206.00 for the academic year as shown in Table XXIII.

The estimated differential costs for both business administration and instruction are broken down in Tables XXIII-a and XXIII-b.

The researchers believe that the presence of two language groups under the jurisdiction of the Prescott and Russell County Roman Catholic Separate School Board creates a need for translation services which would generate an estimated differential cost of approximately $31,500.00 as shown in Table XXIII-a. It is felt that adequate services would be provided by a full-time translator, a full-time secretary,plus supplies and equipment.

Table XXIII-b gives a breakdown of the estimated differential cost for "Instruction", which in this case comprises learning materials only. The reader will note that the explanations for the figures in the column under Estimated Differential Cost Per Student Per Year are given in Chapter II of this Report: Availability and Costs of Textbooks, Library Books and Other Learning Materials.

THE PRESCOTT AND RUSSELL COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD

The amounts in the column under Estimated Differential Cost were derived by multiplying the amounts given as the estimated differential cost per student per year by the number of Francophone students educated by the present Board.

The estimated differential cost for learning materials needed for the "Instruction" of French-language pupils in the Prescott and Russell County Roman Catholic Separate Schools amounts to $404,706.00 as shown in Table XXIII-b.

The total differential cost, i.e., actual and estimated, for French-language instruction comes to $582,824.00 ($146,618.00 + $436,206.00)*.

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* See Tables XVII and XXIII.

THE PRESCOTT AND RUSSELL COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD

Table XXIII. Summary of the Estimated Differential Costs of French-Language Education. The Prescott and Russell County Roman Catholic Separate School Board, 1975-1976.

Items	Estimated Differential Costs		Total Estimated Differential Cost
	Extraordinary Expenditures	Ordinary Expenditures	
I Business Administration	--	$ 31,500.00	$ 31,500.00
II Instruction:			
A) Instructional Administration	--	--	--
B) Services and Programmes	--	--	--
C) Schools	--	404,706.00	404,706.00
III Plant Operation and Maintenance	--	--	--
IV Other Operating Expenditures	--	--	--
V Debt Charges	--	--	--
VI Student Transportation	--	--	--
Sub-totals	--	436,206.00	--
Total	--	--	436,206.00

Table XXIII-a. Breakdown of the Estimated Differential Cost of Business Administration Re French-Language Education. The Prescott and Russell County Roman Catholic Separate School Board(a).

Items Business Administration	Salaries	Fringe Benefits	Other	Estimated Differential Cost
Translation Services:				
Translator	$ 18,000.00	$ 1,620.00	N/A	$ 19,620.00
Secretarial Staff	8,500.00	765.00	N/A	9,265.00
Supplies and Equipment	N/A	N/A	$ 2,615.00	2,615.00
Total	26,500.00	2,385.00	2,615.00	31,500.00

(a) Fringe benefits are 9% of salaries.

THE PRESCOTT AND RUSSELL COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD

Table XXIII-b. Breakdown of Estimated Differential Cost of Learning Materials for French-Language Education in the Elementary Schools. The Prescott and Russell County Roman Catholic Separate School Board, 1975-1976(a).

Items Learning Materials for Secondary Schools	Estimated Differential Cost Per Student Per Year	Number of Francophone Students	Estimated Differential Cost
Textbooks	$ 5.56	7,400	$ 41,144.00
Library:			
A) Books	13.33	7,400	98,642.00
B) Technicians	20.00	7,400	148,000.00
C) Clerk-Typists	10.00	7,400	74,000.00
D) Other Operating Costs	0.80	7,400	5,920.00
Other Learning Materials	5.00	7,400	37,000.00
Total	54.69	7,400	404,706.00

(a) The figures in the column under Differential Cost Per Student Per Year have been taken from Chapter II of the Report: Availability and Costs of Textbooks, Library Books and Other Learning Materials.

THE DISTRICT OF KAPUSKASING ROMAN CATHOLIC SEPARATE SCHOOL BOARD

The District of Kapuskasing Separate School Board is situated in northern Ontario and serves a population that is 68-70% French-speaking. Kapuskasing is the most important town with its population of about 12,500. The other towns, with populations between 900 and 2,500 are Smooth Rock Falls, Moonbeam, Fauquier, Strickland, Val Rita and Harty.

During the year 1975-1976, the District of Kapuskasing Roman Catholic Separate School Board educated a total of 3,308 pupils: 2,938 or 89% French-speaking and 370 or 11% English-speaking. The Board had a teaching staff of one hundred and ninety-three in fourteen schools.

In Kapuskasing, we interviewed the Director of Education, Mr. Marcel Jacques, and also the Superintendent of Business and Finance, Mr. Ronald St. Aubin, who were very co-operative. We further communicated with them by correspondence and telephone.

The Board's budget for the period July 1, 1975 to June 30, 1976 is estimated at $5,064,729.00.

Through conversations with Board officials and study of relevant data, it is believed that the actual differential cost for French-language instruction for 1975-1976 is $73,493.00 as shown in Table XXIV.

Table XXIV. Summary of the Actual Differential Costs of French-Language Education. The District of Kapuskasing Roman Catholic Separate School Board, 1975-1976.

Items	Actual Differential Costs		Total Actual Differential Cost
	Extraordinary Expenditures	Ordinary Expenditures	
I Business Administration	--	$ 45,063.00	$ 45,063.00
II Instruction:			
A) Instructional Administration	--	--	--
B) Services and Programmes	--	--	--
C) Schools	--	23,851.00	23,851.00
III Plant Operation and Maintenance	--	--	--
IV Other Operating Expenditures	--	--	--
V Debt Charges	--	--	--
VI Student Transportation	$ 4,579.00	--	4,579.00
Sub-total	4,579.00	68,914.00	--
Total	--	--	73,493.00

Table XXV is a breakdown of the actual differential cost of business administration due to the presence of two language groups under the jurisdiction of the District of Kapuskasing Roman Catholic Separate School Board during the period from July 1, 1975 to June 30, 1976.

The amounts in the column under Actual Differential Cost were derived by multiplying the amounts given under Total Cost (for 1975) by the percentage found in the column under Proportion Assigned to Bilingualism.

At the administrative level, the Board must provide all services in both languages, whether it is an advertisement in newspapers, memorandums, letters to staff, etc., as well as minutes of Board meetings and all administrative reports. All the office staff must be, and is, fully bilingual. Therefore, the Board officials estimate that between 15 and 20 percent of the administration budget goes toward the cost of providing services in both languages. That is why the ratio of 17.5% is used as the proportion assigned to bilingualism, i.e., the presence of two language groups.

The actual differential cost for business administration shown in Table XXV is $45,063.00.

Table XXV. Breakdown of Actual Differential Cost for Business Administration Due to the Presence of Two Language Groups. The District of Kapuskasing Roman Catholic Separate School Board, 1975-1976.

Items	Total Cost	Proportion Assigned to Bilingualism	Actual Differential Cost
Salaries	$ 150,000.00	17.5%	$ 26,250.00
Supplies	107,500.00	17.5%	18,813.00
Total	257,500.00	17.5%	45,063.00

Table XXVI gives a breakdown of the actual differential cost for the instructional salaries and fringe benefits in one school due to the presence of two language groups under the jurisdiction of the District of Kapuskasing Roman Catholic Separate School Board during the period from July 1, 1975 to June 30, 1976.

The figure in the column under Actual Differential Cost is the sum of the instructional salaries and fringe benefits for one and one-half teachers employed by the Board to teach French to the English-speaking pupils who attend St. Patrick School. It is felt that if all the pupils under the jurisdiction of the Board spoke the same language, the services of these teachers would be unnecessary, thus creating an actual differential cost of $23,851.00 as shown in Table XXVI.

Table XXVI. Breakdown of Actual Differential Cost for Instructional Salaries and Fringe Benefits in One School Due to the Presence of Two Language Groups. The District of Kapuskasing Roman Catholic Separate School Board, 1975-1976(a).

Items	Instructional Salaries	Fringe Benefits	Actual Differential Cost
1 Full-Time Teacher	$ 16,000.00	$ 592.00	$ 16,592.00
1 Half-Time Teacher	7,000.00	259.00	7,259.00
Total	23,000.00	851.00	23,851.00

(a) The fringe benefits are 3.7% of the salaries.

Table XXVII is a breakdown of the actual differential cost for home to school transportation of pupils due to the presence of two language groups under the jurisdiction of the District of Kapuskasing Roman Catholic Separate School Board during the school year 1975-1976.

The amounts given in the column under Actual Differential Cost is derived by multiplying the per pupil yearly cost by the number of pupils transported. These amounts were derived through conversations with Board officials and study of relevant data.

The figure of twenty-nine in the column under Number of Pupils Transported represents those English-speaking pupils who live in towns within the District and who are bused to St. Patrick School in Kapuskasing. If all pupils spoke the same language, these twenty-nine would attend school in their home town, thus generating an actual differential cost to the Board in the amount of $4,579.00 as shown in Table XXVII.

Table XXVII. Breakdown of Actual Differential Cost for Home to School Transportation of Pupils Due to the Presence of Two Language Groups. The District of Kapuskasing Roman Catholic Separate School Board, 1975-1976.

Items	Number of Pupils Transported	Per Pupil Yearly Cost	Actual Differential Cost
Home to School Transportation of Pupils	29	$ 157.90	$ 4,579.00

In addition to the actual differential cost associated with the items of Table XXIV, there is also an estimated differential cost which must be taken into account and which is presented in Table XXVIII.

The figures in the column under Total Estimated Differential Cost were derived through discussions with educational officers and the study of pertinent and relevant documents.

The researchers believe that the total estimated differential cost of French-language education for the District of Kapuskasing Roman Catholic Separate School Board amounts to $192,179.00 for the academic year as shown in Table XXVIII.

The estimated differential costs for both business administration and instruction are broken down in Tables XXVIII-a and XXVIII-b.

The researchers believe that the presence of two language groups under the jurisdiction of the District of Kapuskasing Roman Catholic Separate School Board creates a need for translation services which would generate an estimated differential cost of approximately $31,500.00 as shown in Table XXVIII-a. It is felt that adequate services would be provided by a full-time translator, a full-time secretary plus supplies and equipment.

Table XXVIII-b gives a breakdown of the estimated differential cost for "Instruction", which in this case comprises learning materials only. The reader will note that the explanations for the figures in the column under Estimated Differential Cost Per Student Per Year are given in Chapter II of this Report: Availability and Costs of Textbooks, Library Books and Other Learning Materials.

The amounts in the column under Estimated Differential Cost were derived by multiplying the amounts given as the estimated differential cost per student per year by the number of Francophone students educated by the present Board.

The estimated differential cost for learning materials needed for the "Instruction" of French-language pupils in the District of Kapuskasing Roman Catholic Separate Schools amounts to $160,679.00 as shown in Table XXVIII-b.

The total differential cost, i.e., actual and estimated, for French-language instruction comes to $265,672.00 ($73,493.00 + $192,179.00)*.

See Tables XXIV and XXVIII.

Table XXVIII. Summary of the Estimated Differential Costs of French-Language Education. The District of Kapuskasing Roman Catholic Separate School Board, 1975-1976.

Items	Estimated Differential Costs		Total Estimated Differential Cost
	Extraordinary Expenditures	Ordinary Expenditures	
I Business Administration	--	$ 31,500.00	$ 31,500.00
II Instruction:			
A) Instructional Administration	--	--	--
B) Services and Programmes	--	--	--
C) Schools	--	160,679.00	160,679.00
III Plant Operation and Maintenance	--	--	--
IV Other Operating Expenditures	--	--	--
V Debt Charges	--	--	--
VI Student Transportation	--	--	--
Sub-total	--	192,179.00	--
Total	--	--	192,179.00

Table XXVIII-a. Breakdown of the Estimated Differential Cost of Business Administration Re French-Language Education. The District of Kapuskasing Roman Catholic Separate School Board, 1975-1976(a).

Items Business Administration	Salaries	Fringe Benefits	Other	Estimated Differential Cost
Translation Services:				
Translator	$ 18,000.00	$ 1,620.00	N/A	$ 19,620.00
Secretarial Staff	8,500.00	765.00	N/A	9,265.00
Supplies and Equipment	N/A	N/A	$ 2,615.00	2,615.00
Total	26,500.00	2,385.00	2,615.00	31,500.00

(a) Fringe benefits are 9% of salaries.

Table XXVIII-b. Breakdown of Estimated Differential Cost of Learning Materials for French-Language Education in the Elementary Schools. The District of Kapuskasing Roman Catholic Separate School Board, 1975-1976(a).

Items Learning Materials for Secondary Schools	Estimated Differential Cost Per Student Per Year	Number of Francophone Students	Estimated Differential Cost
Textbooks	$ 5.56	2,938	$ 16,335.00
Library:			
A) Books	13.33	2,938	39,164.00
B) Technicians	20.00	2,938	58,760.00
C) Clerk-Typists	10.00	2,938	29,380.00
D) Other Operating Costs	0.80	2,938	2,350.00
Other Learning Materials	5.00	2,938	14,690.00
Total	54.69	2,938	160,679.00

(a) The figures in the column under Estimated Differential Cost Per Student Per Year have been taken from Chapter II of the Report: Availability and Costs of Textbooks, Library Books and Other Learning Materials.

THE OTTAWA ROMAN CATHOLIC SEPARATE SCHOOL BOARD

The Ottawa Separate School Board is a large urban board with a school population of 22,231 pupils: 10,490 or 47.2% French and 11,741 or 52.8% English. The Board has seventy-seven schools that are in operation: 37 French and 40 English. Quite often French and English schools are close to one another and serve areas that are more or less co-terminous. The Board has 1,262 teachers, 597 French and 665 English. Only the English section had grade nine and ten classes.

The authors visited many times with the Board officials and officers who were always interested and very co-operative. They met with the following people: Mr. Berchmans Kipp, Director of Education and Secretary; Dr. Gérard Dubé, Superintendent of French Schools; Mrs. Germaine Malette, Executive Assistant; Mr. Lucien Villeneuve, Chief Accountant; Mr. L.J. Gatien, Superintendent of Construction and Planning; Mr. R. Cousineau, Chief Transportation Officer; Mr. Noël Demers, Mr. Gérard Lévesque, Mr. Claude Brunet and Mr. Pierre Renaud; and communicated with Mr. Ross Brady through correspondence.

The Board's total expenditures for the period July 1, 1975 to June 30, 1976, are estimated at $33,979,442.00

In 1975-1976 the Board offered a high level of administrative and educational services. From information gathered during interviews with Board officials, it would appear that a single-language board of the same size could theoretically offer adequate levels of services, i.e., services of equal quality, that would be less costly. The duplication of services at all levels accounts for a substantial differential cost.

The following pages are a presentation of the Board actual differential costs incurred by the dual situation of providing instruction and educational services to two linguistic groups.

The summary of the actual differential cost of French-language education for the Ottawa Roman Catholic Separate School Board for the period extending from July 1, 1975 to June 30, 1976 is presented in Table XXIX.

Table XXIX. Summary of the Actual Differential Cost of French-Language Education. The Ottawa Roman Catholic Separate School Board, 1975-1976.

Items	Actual Differential Costs		Total Actual Differential Cost
	Extraordinary Expenditures	Ordinary Expenditures	
I Business Administration	--	$ 102,137.00	$ 102,137.00
II Instruction:			
A) Instructional Administration	--	170,137.00	170,137.00
B) Services and Programmes	--	432,300.00	432,300.00
C) Schools	--	458,994.00	458,994.00
III Plant Operation and Maintenance	--	512,961.00	512,961.00
IV Other Operating Expenditures	--	51,802.00	51,802.00
V Debt Charges	$ 401,855.00	--	401,855.00
VI Student Transportation	950.00	--	950.00
Sub-totals	402,805.00	1,728,331.00	--
Total	--	--	2,131,136.00

Table XXX gives a breakdown of the differential costs of business administration for the Ottawa Roman Catholic Separate School Board.

In the first part of Table XXX, the following additional costs were estimated thus: one-third of the 1975-1976 expenditures for conventions and conferences for the trustees and for the staff, as well as one-third of printing costs and audit fees; then one-half of expenditures for advertising and recruitment of staff.

The proportion of the total cost of each item that is assigned to French-language differential costs was arrived at through "guestimates" based upon interviews and pertinent and relevant documents. For example, in the case of expenditures for trustees' conventions and conferences, it was possible to estimate that one-third of the funds were expended because the Board provided French-language instruction.

However, because in many instances trustees could be wearing two hats on such occasions, the researchers found it impractical and unrealistic to attempt to quantify the exact participation in dollars and cents.

In the second part of Table XXX, the 1975-1976 expenditures for translation services are necessarily all considered additional.

These costs were placed under the function of business administration, even though the Board places these services under Other Operating Expenditures in the budget and financial report.

Table XXX. Breakdown of Differential Costs of Business Administration. The Ottawa Roman Catholic Separate School Board, 1975-1976.

Items	Proportion Assigned to French-Language Component	Differential Costs
Conventions and Conferences for Trustees	1/3	$ 5,000.00
Conventions and Conferences for Staff	1/3	1,700.00
Advertising	1/2	850.00
Recruitment of Staff	1/2	925.00
Printing	1/3	11,000.00
Audit Fees	1/3	4,000.00
Translation Services:		
Salaries		74,139.00
Fringe Benefits		2,743.00
Conventions		200.00
Travel		300.00
Books, etc.		450.00
Office Supplies		250.00
Printing		400.00
Membership Fees		180.00
Total		102,137.00

Table XXXI shows a breakdown of the additional costs of instructional administration, that is, for educational supervisory officers and services related to them within the Ottawa Roman Catholic Separate School Board.

Through interviews with Board officials and study of relevant data, the researchers estimated that one-third of educational supervisory officers, their support and secretarial staff, are additional, or, in other words, are in excess of what would prevail in a single-language situation.

It is felt that there would be only 1 Superintendent of Schools instead of 2; 4 assistant Superintendents instead of 6; 3 administrative assistants instead of 4; 5 secretaries instead of 8.

To arrive at this estimate, the following basis was applied: the ratio of pupils per educational supervisory officer within large- and medium-size Separate School Boards in Ontario, as presented in Table XXXI-a.

One can see that within the Ottawa Roman Catholic Separate School Board there are approximately 20,685 pupils, who when divided by 3,680, yield six educational supervisory officers instead of nine as is presently the case.

Table XXXI. Breakdown of Additional Costs of Instructional Administration. The Ottawa Roman Catholic Separate School Board, 1975-1976.

Items	Salary	Fringe Benefits	Travel Expenses	Additional Costs
1 Superintendent	$ 40,425.00	$ 1,496.00	$ 2,000.00	$ 43,921.00
2 Assistant Superintendents	66,150.00	2,448.00	4,000.00	72,598.00
1 Administrative Assistant	16,170.00	598.00	2,000.00	18,768.00
1 Secretary of Superintendent	13,545.00	501.00	--	14,046.00
2 Secretaries of Assistant Superintendents	20,062.00	742.00	--	20,804.00
Total	156,352.00	5,785.00	8,000.00	170,137.00

Table XXXI-a. Ratio of Pupils Per Educational Supervisory Officer Within Large-and Medium-Size Separate School Boards in Ontario in 1975-1976.

Items	Pupils	Supervisory Officers	Ratios
Metro Toronto	92,915	25	3,717/1
Waterloo	16,969	5	3,394/1
Hamilton-Wentworth	23,375	5	4,675/1
Windsor	18,195	5	3,639/1
Essex	10,237	3	3,412/1
London-Middlesex	11,317	4	2,829/1
Total	173,008	47	3,680/1

Table XXXII is a breakdown of the differential or additional costs for the services and programme personnel within the instruction function.

Conversations with Board educational officers and examination of the relevant data convinced the researchers that because the Board and all their schools are French and/or English, about one-third of the services and programme personnel are supernumerary or additional, i.e., in excess of what would prevail in a unilingual set-up.

Out of the eleven directors and forty-one consultants, it is felt that seventeen should be considered as additional; out of the nineteen or twenty secretaries, seven should also be considered as additional.

These extra twenty-four persons yield an additional cost of $383,292 to the Board.

Table XXXII. Breakdown of the Differential Costs for Services and Programme Personnel. The Ottawa Roman Catholic Separate School Board, 1975-1976.

Items	Salary	Fringe Benefits	Travel Expenses	Additional Costs
17 Consultants	$ 315,860.00	$ 11,687.00	$ 8,925.00	$ 336,472.00
7 Secretaries	45,150.00	1,670.00	--	46,820.00
Total	361,010.00	13,357.00	8,925.00	383,292.00

Table XXXIII shows a breakdown of the differential costs of the Consultants' Office supplies budget for instructional services and programmes of the Ottawa Roman Catholic Separate School Board during the school year 1975-1976.

The figures in the column under Differential Costs were derived in the following way.

The reader must bear in mind the explanations given for Table XXXIII where it is said that "conversations with Board educational officers and examination of relevant data convinced the researchers that because the Board and all their schools are French and/or English, about one-third of the services and programme personnel are supernumerary or additional, i.e., in excess of what would prevail in a unilingual se -up".

Therefore, it is also felt that one-third of the Consultants' Office supplies budget for the instructional services and programme personnel also constitutes an additional cost to the Board.

The amounts shown in the column under Differential Costs therefore are one-third of the total amounts shown in the column under Total Costs.

Table XXXIII. Breakdown of Differential Costs of the Consultants' Office Supplies Budget for Instructional Services and Programmes. The Ottawa Roman Catholic Separate School Board, 1975-1976.

Items	Total Costs		Differential Costs (1/3)
	General	Special Education	
Fees and Expenses for Courses	$ 4,225.00	$ 300.00	$ 1,508.00
Textbooks and Reference Books	20,000.00	--	6,667.00
Books, Magazines, Periodicals	4,200.00	1,800.00	2,000.00
Repairs to Furniture and Equipment	9,000.00	--	3,000.00
Telephone	6,000.00	--	2,000.00
Printing	8,000.00	--	2,667.00
Office Supplies	4,500.00	--	1,500.00
Teacher and Pupil Supplies	34,025.00	8,250.00	14,092.00
Furniture and Equipment (new)	18,225.00	12,000.00	10,075.00
Resource Centre Supplies	9,000.00	--	3,000.00
Resource Centre Printing	1,950.00	--	650.00
Guidance and Psychological Supplies	3,200.00	--	1,066.00
Miscellaneous	2,350.00	--	783.00
Total	124,675.00	22,350.00	49,008.00

Table XXXIV gives the reading of a summary of the total additional costs for the instructional services and programmes under the jurisdiction of the Ottawa Roman Catholic Separate School Board for the school year 1975-1976.

The total additional cost of $432,300 is made up of two additional costs: 1) the differential cost of $383,292 for personnel as presented in Table XXXII, and 2) the differential cost for the Consultant's Office supplies budget in the amount of $49,008 as presented in Table XXXIII.

Table XXXIV. Summary of Total Additional Costs for Instructional Services and Programmes. The Ottawa Roman Catholic Separate School Board 1975-1976.

Items	Total Additional Costs
Personnel	$ 383,292.00
Budget for Supplies, etc.	49,008.00
Total	432,300.00

Table XXXV is a breakdown of additional costs for salaries and fringe benefits in thirteen extra schools due to the presence of two language groups within the Ottawa Roman Catholic Separate School Board in 1975-1976.

The researchers studied the French and English schools by grouping them together into sectors within the school zone, then they asked themselves what would be the hypothetical situation in each of the sectors if all the pupils attending these schools spoke the same language.

When studying a sector, the following procedure was followed:

i) determine whether the sector had a Francophone or Anglophone majority;

ii) locate any vacant classrooms in one or more schools of the majority group;

iii) then one or more of the minority schools were vacated by transferring each of the pupil groups into the classrooms mentioned in ii;

iv) the final step consisted of finding the costs of the new set-up as compared to the situation prevailing in the school year 1975-1976.

There was no reduction made to the number of pupil-groups, nor to the number of classroom teachers. Therefore, there were no changes made to the pupil-classroom ratio nor to the pupil-homeroom teacher ratio.

Through that procedure, it was found that if the Board were unilingual, there would be only 64 schools in operation instead of 77.

Therefore, there would certainly be a substantial differential cost between the two situations: the actual and the hypothetical.

In order to find the additional costs of those thirteen extra school buildings, the following was figured for each of them:

i) the principal's salary;

ii) the librarian's salary;

iii) the secretary's salary.

In certain instances, the pupils from the extra school building, once distributed within the neighbouring schools, increased the other principal's allocations. We also took this fact into consideration. These are listed in Table XXXVI in the column under Principal's Allowance Increase.

Table XXXV. Breakdown of Additional Costs for Salaries and Fringe Benefits in the Thirteen Extra Schools Due to the Presence of Two Language Groups. The Ottawa Roman Catholic Separate School Board, 1975-1976.

Items / Schools	Salaries			Fringe Benefits	Differential Cost
	Principals	Librarians	Secretaries		
St. Vincent	$22,509.00	$5,[illegible].00	$3,011.00	$1,155.00	$32,367.00
St. Bonaventure	22,001.00	6,237.00	6,415.00	1,282.00	35,935.00
N.-D. du Bon Conseil	21,984.00	6,237.00	6,800.00	1,296.00	36,317.00
St. Dominique	25,246.00	4,916.00	6,800.00	1,368.00	38,330.00
de Mazenod	24,584.00	9,417.00	3,685.00	1,395.00	39,081.00
de la Nativité	20,884.00	10,005.00	3,011.00	1,254.00	35,154.00
Cardinal Léger	23,391.00	7,389.00	2,834.00	1,244.00	34,858.00
Jean XXIII	22,280.00	4,218.00	3,452.00	1,108.00	31,058.00
St. Brigid	23,034.00	7,195.00	3,011.00	1,230.00	34,470.00
Assumption	21,984.00	7,670.00	6,800.00	1,349.00	37,803.00
St. Christopher	22,383.00	8,749.00	6,800.00	1,403.00	39,335.00
Immaculate Heart of Mary	21,984.00	2,649.00	6,800.00	1,163.00	32,596.00
St. Joseph Primary	20,775.00	6,335.00	3,450.00	1,130.00	31,690.00
Total	293,039.00	86,709.00	62,869.00	16,377.00	458,994.00

Table XXXVI. Breakdown of Pupil Redeployment for the Thirteen Extra Schools Due to the Presence of Two Language Groups. The Ottawa Roman Catholic Separate School Board, 1975-1976.

Items Schools Theoretically Closed	Receiving Schools	Number of Classes Received	Principal's Allowance Increase
Gaston-Vincent	5-6 area schools	6	nil
St. Bonaventure	St. Louis	4	$ 525.00
	St. Elizabeth	5	525.00
	St. George	3	525.00
	Integrated	1 sp. class	nil
N.-D. du Bon Conseil	Holy Rosary	6	525.00
St. Dominique	St. Anthony	5	525.00
	St. Agnes	4	525.00
	Our Lady of Perpetual Help	2	nil
	Integrated	1	nil
Mazenod	Can. Martyrs	4	525.00
	Corpus Christi	3	nil
Nativité	St. Luke	6	525.00
Cardinal-Léger	St. Leo	5	525.00
	St. Mark	4	525.00
Jean XXIII	Our Lady of Mount Carmel	6	525.00
St. Brigid	Guiges	3	nil
	Routhier	4	nil
	Barrette	3	nil
Assumption	Cadieux	7	1,050.00
	Genest	5	525.00
	Ducharme	2	nil
St. Christopher	M.-Bourgeois	3	525.00
	Ste. Geneviève	3	525.00
Immaculate Heart of Mary	Pierre-Laporte	6	525.00
St. Joseph Primary	St. Pierre	4	525.00
	St. Pie X	4	nil
Total		109	9,450.00

Table XXXVII is a breakdown of the gross floor areas of Board-owned buildings that were used to figure the ratios of the differential costs for plant operation and maintenance, debt charges and other operating expenditures of the Ottawa Roman Catholic Separate School Board during the school year 1975-1976.

The figures given in the column under Gross Floor Areas in Square Feet were obtained through discussions with Board officers and study of relevant and pertinent data from the Planning and Construction Department.

The building listed here as "Consultants' Office - Wilbrod Street" is considered additional by the researchers. The reader must bear in mind the explanations given for Tables XXXII, XXXIII and XXXIV concerning the present instructional services and programmes, both French and English. It has already been said that twenty-four persons within the services and programme personnel are considered additional and all the remaining personnel could be located at the Consultants' Offices on Stanley Street and at the main administration offices. That is why the researchers believe that the expenditures for the Consultants' Offices on Wilbrod Street constitute an additional cost to the Board re: plant operation and maintenance, debt charges, and other operating expenditures.

Table XXXVII. Breakdown of Gross Floor Areas of Buildings Used to Figure the Ratios of the Differential Costs for Plant Operation and Maintenance, Debt Charges, and Other Operating Expenditures. The Ottawa Roman Catholic Separate School Board, 1975-1976.

Schools	Gross Floor Areas in Square Feet	Ratio to Total Gross Floor Area in %
Gaston-Vincent	34,232	1.47
St. Bonaventure	35,777	1.53
N.-D. du Bon Conseil	16,005	0.68
St. Dominique	27,180	1.16
Mazenod	22,740	0.98
Nativité	11,600	0.50
Cardinal-Léger	18,280	0.78
Jean XXIII	17,181	0.74
St. Brigid	24,575	1.05
Assumption	25,998	1.12
St. Christopher	13,440	0.58
Immaculate Heart of Mary	11,600	0.50
St. Joseph Primary	13,800	0.59
Sub-total	272,408	11.69
Consultants' Office (Wilbrod Street)	15,100	0.65
Other Buildings	2,043,664	87.66
Total	2,331,172	100.00

Table XXXVIII gives a breakdown of the differential cost for plant operation and maintenance of thirteen extra schools and one extra Consultants' Office due to the presence of two language groups under the jurisdiction of the Ottawa Roman Catholic Separate School Board during the school year 1975-1976.

The figures in the column under Additional Cost were derived in the following way.

The Board's total plant operation and maintenance expenditures for the school year July 1, 1975 to June 30, 1976, in the amount of $4,156,910 were multiplied by the respective percentages in the column under Ratio of Additional Costs.

The thirteen schools and the Consultants' Office are shown in Table XXXVII.

Table XXXVIII. Breakdown of the Differential Cost for Plant Operation and Maintenance of Thirteen Additional Schools and One Consultants' Office Due to the Presence of Two Language Groups. The Ottawa Roman Catholic Separate School Board, 1975-1976.

Items	Ratio of Additional Costs in %	Additional Costs
Thirteen Schools	11.69	$ 485,942.00
One Consultants' Office	0.65	27,019.00
Total	12.33	512,961.00

Table XXXIX shows a breakdown of the differential costs for the other operating expenditures of thirteen additional schools and one Consultants' Office due to the presence of two language groups under the jurisdiction of the Ottawa Roman Catholic Separate School Board during the school year 1975-1976.

The figures in the column under Additional Costs were derived in the following manner.

The Board's total other operating expenditures for the period July 1, 1975 to June 30, 1976 in the amount of $498,460.00 less the translation services costs ($78,662.00) placed under business administration in Table XXX, were multiplied by the respective percentages in the column under Ratio of Additional Costs.

The thirteen schools and the Consultants' Office are shown in Table XXXVII.

Table XXXIX. Breakdown of the Differential Cost for the Other Operating Expenditures of Thirteen Additional Schools and One Consultants' Office Due to the Presence of Two Language Groups. The Ottawa Roman Catholic Separate School Board, 1975-1976.

Items	Ratio of Additional Costs in %	Additional Costs
Thirteen Schools	11.69	$ 49,074.00
One Consultants' Office	0.65	2,728.00
Total	12.33	51,802.00

Table XL gives a breakdown of the differential cost for the debt charges of thirteen additional schools and one Consultants' Office due to the presence of two language groups under the jurisdiction of the Ottawa Roman Catholic Separate School Board during the school year 1975-1976.

The figures in the column under Additional Cost were derived in the following way.

The Board's total debt charges for the school year July 1, 1975 to June 30, 1976, in the amount of $3,256,532.00 were multiplied by the respective percentages in the column under Ratio of Additional Cost.

The thirteen schools and the Consultants' Office are shown in Table XXXVII.

Table XL. Breakdown of the Differential Cost for the Debt Charges of Thirteen Additional Schools and One Consultants' Office Due to the Presence of Two Language Groups. The Ottawa Roman Catholic Separate School Board, 1975-1976.

Items	Ratio of Additional Costs in %	Additional Costs
Thirteen Schools	11.69	$ 380,688.00
One Consultants' Office	0.65	21,167.00
Total	12.33	401,855.00

Table XLI gives a breakdown of the difference in transportation requirements of pupils presently attending the thirteen extra schools due to the presence of two language groups under the jurisdiction of the Ottawa Roman Catholic Separate School Board during the school year 1975-1976.

The lesser and greater numbers of pupils needing bus transportation were arrived at after consultation with the Board's Transportation Officer and study of relevant documents.

The researchers believe that if the thirteen schools listed were vacated and bus transportation reorganized accordingly, the lesser number of pupils who would need transportation would almost be cancelled out by the greater number of pupils from other schools who would need to be transported. In fact, only eleven less pupils would need transportation.

The present additional cost to the Board for these eleven pupils is shown in Table XLII. It was derived by multiplying their number by the per pupil cost for home to school transportation during the school year 1975-1976.

Table XLIII shows the per pupil cost which was arrived at by dividing the total home to school transportation cost by the number of pupils transported.

Table XLI. Breakdown of the Difference in Transportation Requirements of Pupils Presently Attending Thirteen Additional Schools Due to the Presence of Two Language Groups. The Ottawa Roman Catholic Separate School Board, 1975-1976.

Items	Lesser Number of Pupils Needing Bus Transportation	Greater Number of Pupils Needing Bus Transportation	Difference
Gaston-Vincent	--	23	+ 23
St. Bonaventure	100	--	- 100
N.-D. du Bon Conseil	--	--	--
St. Dominique	--	--	--
Mazenod	28	--	- 28
Nativité	--	90	+ 90
Cardinal-Léger	--	222	+ 222
Jean XXIII	--	19	+ 19
St. Brigid	169	--	- 169
Assumption	71	--	- 71
St. Christopher	--	14	+ 14
Immaculate Heart of Mary	--	66	+ 66
St. Joseph Primary	77	--	- 77
Total	445	434	- 11

Table XLII. Breakdown of the Additional Cost for Home to School Transportation of Pupils Attending Thirteen Extra Schools Due to the Presence of Two Language Groups. The Ottawa Roman Catholic Separate School Board, 1975-1976.

Items	Additional Number of Pupils Requiring Transportation	Cost Per Pupil	Additional Cost
Home to School Transportation	11	$ 86.37	$ 950.00

Table XLIII. Breakdown of Per Pupil Cost for Home to School Transportation. The Ottawa Roman Catholic Separate School Board, 1975-1976.

Items	Total Cost	Number of Pupils Transported	Per Pupil Cost
Home to School Transportation	$ 739,572.00	8,563	$ 86.37

In addition to the actual differential cost associated with the items of Table XXIX, there is also an estimated differential cost which must be taken into account and which is presented in Table XLIV.

The figure in the column under Total Estimated Differential Cost was derived through discussions with educational officers and the study of pertinent and relevant documents.

The researchers believe that the total estimated differential cost of French-language education for the Ottawa Roman Catholic Separate School Board amounts to $577,265.00 for the academic year as shown in Table XLIV.

Table XLIV-a gives a breakdown of the estimated differential cost for "Instruction" which, in this case, comprises only learning materials for the French-language schools. The reader will note that the explanations for the figures in the column under Estimated Differential Cost Per Student Per Year are given in Chapter II of this Report: Availability and Costs of Textbooks, Library Books and Other Learning Materials.

The amounts in the column under Estimated Differential Cost were derived by multiplying the amounts given as the estimated differential cost per pupil per year by the number of Francophone pupils educated by the present Board.

The estimated differential cost for learning materials needed for "Instruction" of French-language pupils in the Ottawa Roman Catholic Separate School Board schools amounts to $577,265.00 as shown in Table XLIV-a.

The total differential cost, i.e., actual and estimated, for French-language instruction comes to $2,708,401.00 ($2,131,136.00 +$577,265.00)*.

* See Tables XXIX and XLIV.

Table XLIV. Summary of the Estimated Differential Costs of French-Language Education. The Ottawa Roman Catholic Separate School Board, 1975-1976.

Items	Estimated Differential Costs		Total Estimated Differential Cost
	Extraordinary Expenditures	Ordinary Expenditures	
I Business Administration	--	--	
II Instruction:			
A) Instructional Administration	--	--	--
B) Services and Programmes	--	--	--
C) Schools	--	$ 577,265.00	$ 577,265.00
III Plant Operation and Maintenance	--	--	--
IV Other Operating Expenditures	--	--	--
V Debt Charges	--	--	--
VI Student Transportation	--	--	--
Sub-total	--	577,265.00	--
Total	--	--	577,265.00

Table XLIV-a. Breakdown of Estimated Differential Cost of Learning Materials for French-Language Education in the Elementary Schools. The Ottawa Roman Catholic Separate School Board, 1975-1976(a).

Items Learning Materials for Elementary Schools	Estimated Differential Cost Per Student Per Year	Number Francophone Students	Estimated Differential Cost
Textbooks	$ 5.56	10,490	$ 58,325.00
Library:			
a) Books	13.67	10,490	143,398.00
b) Technicians	20.00	10,490	209,800.00
c) Clerk-Typists	10.00	10,490	104,900.00
d) Other Operating Costs	0.80	10,490	8,392.00
Other Learning Materials	5.00	10,490	52,450.00
Total	55.03	10,490	577,265.00

(a) The figures in the column under Estimated Differential Cost Per Student Per Year have been taken from Chapter II of the Report: Availability and Costs of Textbooks, Library Books and Other Learning Materials.

THE SUDBURY BOARD OF EDUCATION

The Sudbury Board of Education has jurisdiction over the public and secondary schools within the District of Sudbury in mid-northern Ontario. We shall limit our study to the seventeen secondary schools and their fourteen thousand nine hundred and thirty-four students. Four of these schools are known as French-language schools: Franco-Jeunesse, MacDonald-Cartier, Rayside and Hanmer. Ecole Secondaire de la Rivière des Français - French River Secondary School is considered as a "mixed" school, French and English.

The total French-speaking enrolment is 4,345 students, or 29% of the total secondary school population.

The researchers communicated with Board officials and officers through correspondence and by mail, and had interviews with Mr. George Thomson, Director of Education; Mr. Roger Barbeau, Superintendent of Schools; Mr. Grant Boyce, Superintendent of Business; Mr. L.F. Fitzpatrick, Chief Accountant; and Mr. R.L. Noble, Manager of Transportation, all of whom gave full co-operation.

The Board's secondary panel budget for the school year July 1, 1975 to June 30, 1976, was approximately $30,642,069.00.

The following is a presentation of the Board's actual differential cost brought about by the English-French situation within the present system. Table XLV gives a summary of the actual differential cost for French-language education for the Sudbury Board of Education during the period from July 1, 1975 to June 30, 1976.

Table XLV. Summary of the Actual Differential Cost of French-Language Education. The Sudbury Board of Education, 1975-1976.

Items	Actual Differential Costs		Total Actual Differential Cost
	Extraordinary Expenditures	Ordinary Expenditures	
I Business Administration	--	$ 19,935.00	$ 19,935.00
II Instruction:		--	--
A) Instructional Administration	--	--	--
B) Services and Programmes	--	--	--
C) Schools	--	626,638.00	626,638.00
III Plant Operation and Maintenance	--	329,676.00	329,676.00
IV Other Operating Expenditures	--	9,456.00	9,456.00
V Debt Charges	$ 166,162.00	--	166,162.00
VI Student Transportation	320,804.00	--	320,804.00
Sub-totals	486,966.00	985,705.00	--
Total	--	--	1,472,671.00

Table XLVI is a breakdown of the actual differential cost for business administration due to the presence of two language groups under the jurisdiction of the Sudbury Board of Education during the period extending from July 1, 1975 to June 30, 1976.

Through conversations with Board officers and study of pertinent and relevant data, the researchers derived the figures in the column under Actual Differential Cost.

The French-Language Advisory Committee generates an actual differential cost to the Board in the amount of $5,950.00; the translation services cost the Board $10,750.00 for the translator and part-time secretary; the fees paid to French-language professional associations were $632.00; advertisements for positions requiring a knowledge of French $2,603.00. The actual differential cost is shown in Table XLVI in the amount of $19,935.00.

Table XLVI. Breakdown of Actual Differential Cost for Business Administration Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1975.

Items	Actual Differential Cost
French-Language Advisory Committee:	
Honoraria	$ 3,600.00
Travel and Conferences	2,350.00
Translation Services:	
Translator's Salary and Fringe Benefits	9,500.00
Secretarial Cost	1,250.00
Fees to French-Language Professional Associations	632.00
Advertising	2,603.00
Total	19,935.00

Table XLVII gives a breakdown of the special French-language student allocation provided to five secondary schools by the Sudbury Board of Education during the period from July 1, 1975 to June 30, 1976.

The secondary schools concerned are the following: 1) four homogeneous French-language schools, i.e., MacDonald-Cartier with 981 students and Franco-Jeunesse with 927 students, both in the city of Sudbury; Hanmer Secondary with 1,077 students and Rayside Secondary with 1,025 students; 2) one "mixed" school, i.e., French River Secondary with 335 Francophone students, making up 83.5% of the school enrolment.

The figures given in the column under Total Cost were derived through discussions with Board officers and study of pertinent and relevant documents.

The figures in the column under Per Student Allocation are explained thus: the Board gave an additional $21.00 per Francophone student in 1975 and $30.00 per Francophone student in 1976 as a special French-language allocation to cover the higher costs of French textbooks and library books, of duplication of books in both languages, and of book binding costs.

Therefore, the per student allocation of $21.00 for the year 1975, multiplied by 4,345 Francophone students for four-tenths of the school year yields a cost of $36,498.00.

Similarly, the per student allocation of $30.00 for the year 1976, multiplied by 4,345 Francophone students for six-tenths of the school year yields a cost of $78,210.00.

The total amount of the special French-language student allocation provided by the Board for 1975-1976 was $114,708.00 as shown in Table XLVII.

Table XLVII. Breakdown of the Special French-Language Student Allocation Provided by the Board to Five Schools. The Sudbury Board of Education, 1975-1976.

Items	Year	Per Student Allocation	Number of Students	Ratio of Months	Total Cost
Four French-Language Schools and One "Mixed" School	1975	$21.00	4,345	.4	$ 36,498.00
	1976	30.00	4,345	.6	78,210.00
Total		--	--	--	114,708.00

Table XLVIII is a breakdown of the actual differential cost of the Board allocation for the special remedial reading programme for the Francophone students attending the five secondary schools mentioned in the explanations given for Table XLVII.

During the school year 1975-1976, the Board authorized a remedial reading programme in the four French-language secondary schools and in the "mixed" secondary schools: this meant one supernumerary teacher for each of these schools plus a per school allocation of $2,000.00 to allow them to purchase bilingual materials and equipment for this remedial reading programme.

The amounts given were derived through conversations with Board officers and study of relevant data.

The figures in the column under Actual Differential Cost are the sum of the amounts given in the columns under Teachers' Salaries, Fringe Benefits, Supplies and Equipment.

The special remedial reading programme for Francophone students during the 1975-1976 academic year cost the Sudbury Board of Education the amount of $112,775.00 as shown in Table XLVIII.

Table XLVIII. Breakdown of Actual Differential Cost of Board Allocation for the Special Remedial Reading Programme for Five Schools. The Sudbury Board of Education, 1975-1976(a).

Items	Teachers' Salaries	Fringe Benefits	Supplies and Equipment	Actual Differential Cost
School A	$ 23,208.00	$ 928.00	$ 2,000.00	$ 26,136.00
School B	23,356.00	934.00	2,000.00	26,290.00
School C	21,626.00	865.00	2,000.00	24,491.00
School D	15,571.00	623.00	2,000.00	18,194.00
School E	15,061.00	603.00	2,000.00	17,664.00
Total	98,822.00	3,953.00	10,000.00	112,775.00

(a) The Fringe Benefits are 4% of the Salaries.

Table XLIX is a breakdown of the actual differential cost for the cultural activities allocation in the five French or "mixed" schools under the Sudbury Board of Education during the academic year 1975-1976.

The Board accepted a recommendation to grant $2,000.00 to each of the five schools having a Francophone clientele to promote their cultural activities.

Then the Board decided to allocate a sum of $20,000.00 to be divided among the twelve English secondary schools for a similar purpose. This meant an amount of about $1,666.00 per school.

Therefore, each French school received about $334.00 more than the English schools; five times that amount equals $1,670.00 as shown in Table XLIX in the column under Actual Differential Cost.

Table XLIX. Breakdown of Actual Differential Cost for Cultural Activities Allocation in Five French or "Mixed" Schools. The Sudbury Board of Education, 1975-1976.

Items	Number of Schools	Per School Differential Cost	Actual Differential Cost
French and "Mixed" Schools	5	$334.00	$ 1,670.00

Table L gives a breakdown of the excess student capacity in the Sudbury area secondary schools due to the presence of two language groups under the jurisdiction of the Sudbury Board of Education during the period from July 1, 1975 to June 30, 1976.

The figures presented in Table L, as well as in the following Table LI and Table LII, were derived through conversations with Board officers and study of relevant information.

The figures in the column under Rated Accommodation represent the total number of student places within the schools.

The working capacity figures are 85% of the rated accommodation figures and represent the ideal maximum capacity for the school.

The figures in the column under Excess Capacity are derived by finding the difference between the working capacity and the actual student enrolment.

The reader will note that in the Sudbury area secondary schools there is a total excess capacity of 892 pupil-places, i.e., equal to the size of a medium secondary school. Therefore, the researchers believe that if,by hypothesis, all the students spoke the same language, one medium-size secondary school (such as Franco-Jeunesse or Lo-Ellen Park, for instance) could be closed or would not exist, and the students would be attending other secondary schools in the Sudbury area.

The remarks just made concerning the Sudbury area secondary schools also apply to the north-east area of the District as may be seen in Table LI.

In that area, the reader will note that in the four secondary schools, there is a total excess capacity of 432 pupil-places, i.e., equal to the size of a small secondary school, as in Capreol, for instance.

Theoretically again, if all the students under the Board's jurisdiction spoke the same language, the students presently attending Capreol Secondary School could be absorbed in other schools in the area.

Table LII shows, in the column under Excess Capacity, a total of 139 student-places which the researchers believe is not significant.

Table L. Breakdown of the Excess Student Capacity of the Sudbury Area Secondary Schools Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1976.

Items	Rated Accommodation	Working Capacity(85%)	Student Enrolment	Excess Capacity
Copper Cliff	460	391	277	114
Lasalle Secondary	1,492	1,268	1,320	- 52
Lockerby Comp.	1,590	1,351	1,084	267
Lo-Ellen Park	970	825	806	19
Sudbury Secondary	2,000	1,700	1,645	55
Franco-Jeunesse	970	825	927	-102
MacDonald-Cartier	1,365	1,160	981	179
Nickel District	1,540	1,309	1,025	284
Lively Secondary	1,110	944	816	128
Total	11,497	9,773	8,881	892

Table LI. Breakdown of the Excess Student Capacity of the North-East Area Secondary Schools Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1976.

Items	Rated Accommodation	Working Capacity(85%)	Student Enrolment	Excess Capacity
Capreol	440	374	278	96
Hanmer	1,365	1,161	1,017	144
Confederation (Val Caron)	1,350	1,148	917	231
Garson-Falconbridge	1,120	952	991	-39
Total	4,275	3,635	3,203	432

Table LII. Breakdown of the Excess Student Capacity of the Northwest Area Secondary Schools. The Sudbury Board of Education, 1975-1976(a).

Items	Rated Accommodation	Working Capacity(85%)	Student Enrolment	Excess Capacity
Levack	580	493	430	63
Chelmsford	1,150	978	770	208
Rayside	1,050	893	1,025	-132
Total	2,780	2,364	2,225	139

(a) In this case, the Excess Capacity is not significant.

Table LIII gives a breakdown of the excess capacity actual differential cost for the teaching staff in two surplus schools due to the presence of two language groups under the jurisdiction of the Sudbury Board of Education during the period extending from July 1, 1975 to June 30, 1976.

The figures in Table LIII were derived after discussions with Board officers and study of relevant data.

The reader will recall the explanations given for Tables L and LI concerning the hypothesis of two surplus secondary schools: one medium-size school or school M, and a smaller one or school S.

It is believed that the excess student capacity generates an actual differential cost to the Board for teaching staff in the following way.

In school M, the following personnel are considered supernumerary: one principal, two vice-principals, one chief librarian, plus one-third of twelve department heads; this proportion is used because one-third of a department head's time is given to administrative duties.

So, two-thirds of the department heads are not considered additional and none of the other teaching staff either.

In school S, which is smaller, the following are considered additional: one principal, one vice-principal, one chief librarian and one-third of six department heads.

It is felt that twelve department heads for school M and six for school S are equitable figures because most medium and large secondary schools have between twelve to sixteen department heads, one for each main subject.

Table LIII. Breakdown of Excess Capacity Actual Differential Cost for Teaching Staff in Two Extra Schools Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1976(a).

Items	School M			School S			Actual Differential Cost
	Number	Salaries	Fringe Benefits	Number	Salaries	Fringe Benefits	
Principal	1	$ 31,170.00	$ 1,190.00	1	$ 31,170.00	$ 1,190.00	$ 64,720.00
Vice-Principal	2	52,860.00	1,956.00	1	26,430.00	978.00	82,224.00
Chief Librarian	1	24,000.00	888.00	1	24,000.00	888.00	49,776.00
Department Heads	1/3 of 12	96,000.00	3,552.00	1/3 of 6	48,000.00	1,776.00	149,328.00
Total	16	204,030.00	7,586.00	9	129,600.00	4,832.00	346,048.00

(a) Department heads salary: $24,000.00 One-third of their time is given to administrative duties; therefore $8,000.00 is the proportion used in the column under salaries for department heads. Fringe benefits are 4% of salaries.

The amounts in the columns under Salaries and Fringe Benefits for both schools add up to $346,048.00, the amount given in the column under Actual Differential Cost in Table LIII.

Table LIV is a breakdown of the excess capacity actual differential cost for the secretarial services in two surplus schools due to the presence of two language groups under the jurisdiction of the Sudbury Board of Education during the period July 1, 1975 to June 30, 1976.

The figures in the column under Actual Differential Cost were derived after consultation with Board officers and study of pertinent documents.

The reader will again recall the remarks made concerning two hypothetical secondary schools considered as redundant.

The amount of $35.64 in the column under Cost Per Student in Salaries was derived thus: the Board's statement of expenditures indicates that from July 1, 1975 to June 30, 1976, an approximate amount of $540,142.00 was disbursed for secretarial salaries in the secondary schools (including school for retarded). This amount divided by their total enrolment (i.e., 14,934 + 222 = 15,156) gives an approximate per student cost of $35.64 for school secretarial salaries. The fringe benefits are 9% of the salaries.

The cost per student of $38.85 (i.e., $35.64 + $3.21) multiplied by the excess student capacity gives the actual differential cost for secretarial services in two extra schools in the amount of $51,437.00 as shown in Table LIV.

Table LIV. Breakdown of Excess Capacity Actual Differential Cost for Secretarial Services in Two Extra Schools Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1976(a).

Items	Excess Student Capacity	Cost Per Student		Actual Differential Cost
		Salaries	Fringe Benefits	
School M	892	$ 35.64	$ 3.21	$ 34,654.00
School S	432	35.64	3.21	16,783.00
Total	1,324	35.64	3.21	51,437.00

(a) The fringe benefits are 9% of the salaries.

Table LV. Summary of Actual Differential Cost for "Instruction" in Five French-Language or "Mixed" Schools Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1976(a).

Items	Total Actual Differential Cost
French-Language Student Allocation	$ 114,708.00
Special Remedial Reading Programme	112,775.00
Cultural Activities	1,670.00
Excess Capacity Cost for Teaching Staff	346,048.00
Excess Capacity Cost for Secretarial Services	51,437.00
Total	626,638.00

(a) Table LV is the summary of Tables XLVII to LIV inclusively.

Table LVI gives a breakdown of the actual differential cost for plant operation and maintenance of two extra or surplus secondary schools due to the presence of two language groups under the jurisdiction of the Sudbury Board of Education for the period lasting from July 1, 1975 to June 30, 1976.

The figures in the column under Actual Differential Cost were derived through conversations with Board officers and study of pertinent and relevant data, especially pages 8 and 9 of a Board document entitled Budget 1976.

At this point the reader will bear in mind again the explanations given for Tables L and LI concerning two extra secondary schools having a total excess capacity of 1,324 student-places.

The figures in the column under Portion for July 1, 1975 to June 30, 1976 were derived by finding 50% of the sum of the amounts given in the columns under 1975 Actual Cost Per Student and 1976 Estimated Cost Per Student. In other words, one-half of the 1975 actual cost per student was applied to the period from July 1, 1975 to December 30, 1975; and one-half of the 1976 estimated cost per student was applied to the period lasting from January 1, 1976 to June 30, 1976.

The figures in the column under Actual Differential Cost were arrived at by multiplying the amounts given in the column under Portion for July 1, 1975 to June 30, 1976 by the number of student-places given in the column under Excess Student Capacity.

The researchers believe that the actual differential cost for plant operation and maintenance of two extra schools operated by the Sudbury Board of Education during 1975-1976 was $329,755.00 as shown in Table LVI.

Table LVI. Breakdown of the Actual Differential Cost for Plant Operation and Maintenance of Two Extra Secondary Schools Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1976(a).

Items	1975 Actual Cost Per Student	1976 Estimated Cost Per Student	Portion for July 1, 1975 to June 30, 1976	Excess Student Capacity	Actual Differential Cost
Plant Operation	$ 191.45	$ 206.39	$ 198.92	1,324	$ 263,370.00
Plant Maintenance	48.09	52.19	50.14	1,324	66,385.00
Total	239.54	258.58	249.06	1,324	329,755.00

(a) The amounts in the column under Portion for July 1, 1975 to June 30, 1976, are 50% of the sum of the amounts given in the columns under 1975 Actual Cost Per Student and 1976 Estimated Cost Per Student.

Table LVII is a breakdown of the actual differential cost for other operating expenditures of two surplus secondary schools due to the presence of two language groups under the jurisdiction of the Sudbury Board of Education for the period July 1, 1975 to June 30, 1976.

The figures in the columns under 1975 Actual Cost Per Student and 1976 Estimated Cost Per Student are to be found on page 2 of the Sudbury Board of Education 1976 Budget.

The explanations given for Tables L and LI concerning two extra secondary schools having a total of 1,324 student-places are applied here also to find the actual differential cost of the function known as other operating expenditures.

The amount in the column under Portion for July 1, 1975 to June 30, 1976, is 50% of the sum of the amounts given in the columns under 1975 Actual Cost Per Student and 1976 Estimated Cost Per Student.

The figure in the column under Actual Differential Cost is the product of the amount given in the column under Portion for July 1, 1975 to June 30, 1976, and the number of student-places given in the column under Excess Student Capacity.

Therefore, it is believed that the actual differential cost for other operating expenditures of two surplus schools operated by the Sudbury Board of Education in 1975-1976 was $9,546.00 as shown in Table LVII.

Table LVII. Breakdown of the Actual Differential Cost for Other Operating Expenditures of Two Extra Schools Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1976(a).

Items	1975 Actual Cost Per Student	1976 Estimated Cost Per Student	Portion for July 1,1975 to June 30, 1976	Excess Student Capacity	Actual Differential Cost
Other Operating Expenditures	$ 6.71	$ 7.68	$ 7.21	1,324	$ 9,546.00

(a) The amount in the column under Portion for July 1, 1975 to June 30, 1976, is 50% of the sum of the amounts given in the columns under 1975 Actual Cost Per Student and 1976 Estimated Cost Per Student.

Table LVIII gives a breakdown of the actual differential cost for debt charges of two surplus secondary schools due to the presence of two language groups under the direction of the Sudbury Board of Education from July 1, 1975 to June 30, 1976.

The figures in the columns under 1975 Actual Cost Per Student and 1976 Estimated Cost Per Student are taken from the following document: The Sudbury Board of Education 1975 Budget, page 2.

In order to figure the actual differential cost of debt charges, the researchers again applied the data of Tables L and LI relevant to two surplus secondary schools having 1,324 student-places.

The figure shown in the column under Portion for July 1, 1975 to June 30, 1976, is 50% of the sum of the amounts given in the columns under 1975 Actual Cost Per Student and 1976 Estimated Cost Per Student.

The total in the column under Actual Differential Cost is the product of the amount given in the column under Portion for July 1, 1975 to June 30, 1976, and the number of student-places shown in the column under Excess Student Capacity.

The actual differential cost for debt charges borne by the Sudbury Board of Education in 1975-1976 was approximately $166,162.00 as shown in Table LVIII.

Table LVIII. Breakdown of the Actual Differential Cost for Debt Charges of Two Extra Schools Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1976(a).

Item	1975 Actual Cost Per Student	1976 Estimated Cost Per Student	Portion for July 1,1975 to June 30, 1976	Excess Student Capacity	Actual Differential Cost
Debt Charges	$ 118.52	$ 132.53	$ 125.50	1,324	$ 166,162.00

(a) The figure in the column under Portion July 1, 1975 to June 30, 1976, is 50% of the sum of the amounts given in the columns under 1975 Actual Cost Per Student and 1976 Estimated Cost Per Student.

Table LIX gives a breakdown of the average cost per student transported for home to school transportation of secondary school students under the jurisdiction of the Sudbury Board of Education during the academic year 1975-1976.

The amounts given in Table LIX were derived after conversations with the Manager of Transportation and study of relevant data.

The figure in the column under Average Cost Per Student Transported was arrived at by dividing 7,687, the total number of students transported, into $1,332,549.00, the Board's total expenditure for home to school transportation for the school year.

The researchers believe that the average cost per student transported for home to school transportation in 1975-1976 was $173.35, as shown in Table LIX.

Table LIX. Breakdown of the Average Cost Per Student Transported for Home to School Transportation of Secondary School Students. The Sudbury Board of Education, 1975-1976.

Items	Total Expenditure	Students Transported			Average Cost Per Student Transported
		English	French	Total	
Home to School Transportation					
a) Contracts	$1,305,796.00	4,085	3,201	$7,286	--
b) Public Transit	26,753.00	213	188	401	--
Total	1,332,549.00	4,298	3,389	7,687	173.35

Table LX compares the home to school transportation ratio of English-speaking students to that of the French-speaking students during the academic year 1975-1976.

The figures in the column under Transportation Ratio were derived by dividing the number of students transported by the number of students enrolled.

The reader will note that while 78.0% of the French-speaking students are bused to school, only 40.6% of English-speaking students are transported to school.

Assuming that all secondary school students spoke the same language, for instance English, the researchers believe that the situation illustrated in Table LXI would prevail. It gives a breakdown of the home to school differential of the actual French-speaking students in a hypothetical unilingual set-up.

The figures in the column under Students Transported indicate the following: at the present time, out of 4,345 French-speaking students, 78% of them, i.e., 3,389, are bused to school. If the assumption is made that all the secondary schools were English, then the researchers believe that the transportation ratio for English-speaking students would apply, i.e., 40.6% instead of 78.0% as shown in Table LX.

In this case, 1,764 of the present French-speaking students, i.e., 40.6% of 4,345, would require transportation.

This assumption creates a differential of 1,625 shown in the column under Students Transported in Table LXI. It is felt that 1,625 among the actual Francophone students would not require bus transportation

in the hypothetical unilingual set-up. Therefore, the researchers believe that the present situation generates an additional cost to the Board in the amount of $281,693.00 as shown in Table LXII.

Table LX. Comparison of the Home to School Transportation Ratio of English-Speaking Students and French-Speaking Students. The Sudbury Board of Education, 1975-1976.

Items	Students Transported	Students Enrolled	Transportation Ratio
Home to School Transportation:			
a) French-Speaking Students	3,389	4,345	78.0%
b) English-Speaking Students	4,298	10,589	40.6%
Total	7,687	14,934	--

Table LXI. Home to School Transportation Differential of Actual French-Speaking Students in a Hypothetical Unilingual Set-Up. The Sudbury Board of Education, 1975-1976.

Items	French-Speaking Student Enrolment	Transportation Ratio	Students Transported
Actual Transportation	4,345	78.0%	3,389
Hypothetical Transportation	4,345	40.6%	1,764
Differential	4,345	37.4%	1,625

Table LXII. Breakdown of Actual Differential Cost for Home to School Transportation Due to the Presence of Two Language Groups. The Sudbury Board of Education, 1975-1976.

Items	Hypothetical Transportation Differential	Average Cost Per Student Transported	Actual Differential Cost
Home to School Transportation of French-Speaking Students	1,625	$ 173.35	$ 281,693.00

In addition to the actual differential cost associated with the items of Table XLV, there is also an estimated differential cost which must be taken into account and which is presented in Table LXIII.

The figures in Table LXIII were derived through conversations with Board officers and a professional colleague and the study of pertinent and relevant documents.

The researchers believe that the total estimated differential cost of French-language education for the Sudbury Board of Education for the academic year amounts to $388,973.00 as shown in Table LXIII.

The estimated differential costs for business administration, as well as for the divisions within the "Instruction" budgetary function, are broken down in Tables LXIII-a, LXIII-b and LXIII-c.

The researchers' opinion is that the presence of two language groups under the jurisdiction of a school board as large as the Sudbury Board of Education justifies an estimated differential cost of $20,750.00 for translation services as shown in Table LXIII-a.

It is felt that the minimum services required are a full-time translator, a full-time secretary, plus basic supplies and equipment.

The reader will note, in the column under Allocation Already Provided, that the Board presently allocates $9,500.00 for a translator who works about half-time, plus an amount of $1,250.00 for part-time secretarial help.

Therefore, the figures in the column under Estimated Differential Cost totaling $20,750.00 were derived by subtracting the figures in the column under Allocation Already Provided from the estimated differential costs for salaries, fringe benefits and other, i.e., supplies and equipment.

The note at the foot of Table LXIII-a reminds the reader that the figures in the column under Allocation Already Provided have been taken from Table XLVI.

In the field of instructional administration, there are at the present time, besides the Director of Education, eight superintendents working for the Board; two of these superintendents are bilingual and their services benefit the entire Board, thus allowing them to dedicate only part of their time to French-language secondary schools.

Moreover, in the field of instructional services and programmes, there are no co-ordinators and/or consultants whose services are dedicated entirely to the French secondary school clientele, which totals 4,345 students.

Therefore, the researchers believe that a Board having 4,345 French-speaking secondary school students under its jurisdiction should have at least one educational supervisory officer, i.e.; superintendent, dedicated full-time to French-language schools. To arrive at this conclusion, the following basis was used: Table IV showing a ratio of 3,680 pupils for every educational supervisory officer within large-and medium-size Separate School boards in Ontario during 1975-1976.

It is also felt that there is a need for a minimum of five co-ordinators and/or consultants for important instructional fields or departments in the French-language secondary panel. This means an average of one co-ordinator for approximately 800 students. This conclusion was reached through consultation with a professional colleague and other educational supervisory officers. This average seems to be a sound operational figure; it is not necessarily ideal but it is

considered desirable and practical.

The estimated differential cost for instructional administration, services and programmes to provide French-language education during the academic year amounts to $174,000.00 as shown in Table LXIII-b.

Table LXIII-c gives a breakdown of the estimated differential cost of learning materials for French-language education in the secondary schools under the jurisdiction of the Sudbury Board of Education for the academic year 1975-1976.

The reader will note that the explanations for the figures in the column under Estimated Differential Cost Per Student Per Year are given in Chapter II of this Report: Availability and Costs of Textbooks, Library Books and Other Learning Materials.

The amounts in the column under Estimated Differential Cost were derived by multiplying the amounts given as the estimated differential cost per student per year by the number of Francophone secondary school students educated by the present Board.

The estimated differential cost of learning materials needed for the "Instruction" of French-language students in the secondary schools amounts to $194,223.00 as shown in Table LXIII-c.

The total differential cost, i.e., actual and estimated, for French-language instruction comes to $1,861,644.00 ($1,472,671.00 + $388,973.00)*.

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* See Tables XLV and LXIII.

Table LXIII. Summary of the Estimated Differential Costs of French-Language Education. The Sudbury Board of Education, 1975-1976.

Items	Estimated Differential Costs		Total Estimated Differential Cost
	Extraordinary Expenditures	Ordinary Expenditures	
I Business Administration	--	$ 20,750.00	$ 20,750.00
II Instruction:			
A) Instructional Administration	--	36,500.00	36,500.00
B) Services and Programmes	--	137,500.00	137,500.00
C) Schools	--	194,223.00	194,223.00
III Plant Operation and Maintenance	--	--	--
IV Other Operating Expenditures	--	--	--
V Debt Charges	--	--	--
VI Student Transportation	--	--	--
Sub-totals	--	388,973.00	--
Total	--	--	388,973.00

Table LXIII-a. Breakdown of the Estimated Differential Cost of Business Administration Re French-Language Education. The Sudbury Board of Education, 1975-1976(a).

Items	Estimated Differential Costs			Allocation Already Provided	Estimated Differential Cost
Business Administration	Salaries	Fringe Benefits	Other		
Translation Services:					
Translator	$ 18,000.00	$1,620.00	--	$ 9,500.00	$ 10,120.00
Secretarial Staff	8,500.00	765.00	--	1,250.00	8,015.00
Supplies and Equipment	--	--	$2,615.00	--	2,615.00
Total	26,500.00	2,385.00	2,615.00	10,750.00	20,750.00

(a) The figures in the column under Allocation Already Provided have been taken from Table XLVI.

Table LXIII-b. Breakdown of the Estimated Differential Cost of Instructional Administration and Services and Programmes for French-Language Education. The Sudbury Board of Education, 1975-1976.

Items	Average Salaries	Estimated Differential Cost
Instructional Administration:		
1 Educational Supervisory Officer (Superintendent)	$ 36,500.00	$ 36,500.00
Services and Programmes:		
5 Co-ordinators and/or Consultants	27,500.00	137,500.00
Total	--	174,000.00

Table LXIII-c. Breakdown of Estimated Differential Cost of Learning Materials for French-Language Education in the Secondary Schools. The Sudbury Board of Education, 1975-1976(a).

Items Learning Materials for Secondary Schools	Estimated Differential Cost Per Student Per Year	Number of Francophone Students	Estimated Differential Cost
Textbooks	$ 10.87	4,345	$ 47,231.00
Library:			
a) Books	25.40	4,345	110,363.00
b) Other Operating Expenditures	0.43	4,345	1,869.00
Other Learning Materials	8.00	4,345	34,760.00
Total	44.70	4,345	194,223.00

(a) The figures in the column under Estimated Differential Cost Per Student Per Year have been taken from Chapter II of the Report: Availability and Costs of Textbooks, Library Books and Other Learning Materials.

THE PRESCOTT AND RUSSELL COUNTY BOARD OF EDUCATION

The Prescott and Russell County Board of Education is situated in a highly rural district in eastern Ontario and has a secondary school enrolment of approximately 4,000 pupils; over 80% are French-speaking.

The Board operates six secondary schools in different parts of the two counties:

a) three of these schools are homogeneous French-language schools:

Cassellman: 614 students and 40 teachers;

Embrun : 236 students and 17 teachers;

Rockland: : 328 students and 21 teachers.

b) the other three schools have a mixed clientele:

Hawkesbury : 1,270 students and 80 teachers
1,074 French or 85%
196 English or 15%;

Plantagenet : 1,159 students and 74 teachers
952 French or 82%
207 English or 18%;

Vankleek Hill : 533 students and 37 teachers
318 French or 60%
215 English or 40%.

The researchers had conversations with the following persons who were all very co-operative: Mr. Edgar Mageau, Director of Education; Mr. Fernand Lortie, Superintendent of Secondary Schools; Mr. Jean-Jacques Fleur, Business Administrator; Mr. Claude Levac, Executive Assistant; plus a secondary school principal and a vice-principal.

The Board's secondary panel budget (including schools for retarded) for the period July 1, 1975 to June 30, 1976, was approximately $10,306,487.00.

The following is a presentation of the Board's actual differential cost generated by the presence of two language groups in the present organization. A summary is given in Table LXIV.

Table LXIV. Summary of the Actual Differential Costs of French-Language Education. The Prescott and Russell County Board of Education, 1975-1976.

Items	Actual Differential Costs		Total Actual Differential Cost
	Extraordinary Expenditures	Ordinary Expenditures	
I Business Administration	--	$ 31,287.00	$ 31,287.00
II Instruction:			
A) Instructional Administration	--	--	--
B) Services and Programmes	--	--	--
C) Schools	--	343,069.00	343,069.00
III Plant Operation and Maintenance	--	53,339.00	53,339.00
IV Other Operating Expenditures	--	1,843.00	1,843.00
V Debt Charges	$ 44,453.00	--	44,453.00
VI Student Transportation	--	--	--
Sub-totals	44,453.00	429,538.00	--
Total	--	--	473,991.00

Table LXV is a breakdown of the actual differential cost for the business administration of the Precott and Russell County Board of Education due to the presence of two language groups under its jurisdiction during the period extending from July 1, 1975 to June 30, 1976.

The figures in the column under Actual Differential Cost were derived after conversations with Board officers and the study of pertinent documents.

The items creating an actual differential cost are the following: the French-Language Advisory Committee's honoraria in the amount of $3,600.00 and their expenses for travel and conferences which total $2,687.00; the Board also has translation services which generate an actual differential cost, a translator is hired on a three-quarter time basis and remunerated in the amount of $12,750, secretaries, also employed on a part-time basis, account for a $5,000.00 additional expense. An amount of $7,250.00 was spent for supplies and equipment.

The actual differential cost for business administration for the Prescott and Russell County Board of Education in 1975-1976 was $31,287.00 as shown in Table LXV.

Table LXV. Breakdown of Actual Differential Cost for Business Administration Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976.

Items	Actual Differential Cost
French-Language Advisory Committee:	
Honoraria	$ 3,600.00
Travel and Conferences	2,687.00
Translation Services:	
Translator's Salary and Fringe Benefits	12,750.00
Secretarial Staff	5,000.00
Supplies and Equipment	7,250.00
Total	31,287.00

Table LXVI gives a breakdown of the actual differential cost for school office administration in three "mixed" secondary schools on account of the presence of two language groups.

The figures in the column under Actual Differential Cost were derived after consultation with Board officers and study of relevant information.

The three "mixed" secondary schools concerned are, as stated previously, those in Hawkesbury, Plantagent and Vankleek Hill.

The amounts given in the column under Actual Differential Cost were arrived at in the following way.

For translation services: in each of the three secondary schools mentioned above, one teacher has to devote twelve percent of his time to translation. Therefore, the sum of the salaries and fringe benefits of three teachers multiplied by 12%, the proportion assigned to the bilingual situation, equals $9,706.00.

For school secretarial services: there is a total of seventeen secretaries in the three "mixed" secondary schools.

After conversations with Board and school officers, the researchers believe that approximately forty-two percent is a reasonable proportion assigned to the bilingual situation of the three schools concerned. For instance, a secondary school principal stated emphatically that sixty to one hundred percent more work is involved at the school office because everything is done in both French and English; this opinion was corroborated by the Board administration officers.

Stated differently then, this means that one-third to one-half of the secretaries' work load is duplication and additional on account of the two-language set-up. Therefore, the researchers believe that the ratio of 42% in the column under Proportion Assigned to the Bilingual Situation is a sound and reasonable percentage.

The sum of the secretaries' salaries and fringe benefits multiplied by 42%, i.e., the ratio given in the column under Proportion Assigned to the Bilingual Situation, generates an actual differential cost of $66,087.00.

The actual differential cost for school office administration in three "mixed" secondary schools is $75,793.00 as shown in Table LXVI.

Table LXVI. Breakdown of Actual Differential Cost for School Office Administration in Three "Mixed" Secondary Schools Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976(a).

Items	Total Salaries	Fringe Benefits	Proportion Assigned to the Bilingual Situation	Actual Differential Cost
Translation Services:				
3 teachers	$78,000.00	$ 2,886.00	12%	$ 9,706.00
Secretarial Services:				
17 secretaries	151,737.00	5,614.00	42%	66,087.00
Total	--	--	--	75,793.00

(a) The fringe benefits are 3.7% of salaries.

Table LXVII gives a breakdown of the actual differential cost for instructional supplies and services in the six secondary schools of the Prescott and Russell County Board of Education due to the presence of twc language groups under the jurisdiction of the Board during the academic year 1975-1976.

The figures given in Table LXVII were derived through consultation with Board officers and study of pertinent and relevant data: 1975 Schools Budgets.

The amounts in the column under Actual Differential Cost are the product of $72.80, i.e., the cost per weighted student 1975-1976 and the weighted student enrolment.

The amount of $72.80as the cost per weighted student was arrived at through the study of a one-page Board document called: 1975 School Budgets, which is based on December 1974 enrolment figures. The document stated the amount of $65.00 as the cost per weighted student for the year 1975. The same document also shows a yearly increase of about 20% for school supplies and services. This percentage increase applied to the 1975 amount of $65.00 gives $78.00 as the cost per weighted student for 1976. Therefore $65.00 for four-tenths of 1975 and $78.00 for six-tenths of 1976 average out to $72.80 for the school year 1975-1976.

It is believed that the actual differential cost for instructional supplies and services in the secondary schools due to the presence of two language groups in 1975-1976 was $25,771.00 as stated in Table LXVII.

The breakdown of the weighted student enrolment used in Table LXVII to figure the actual differential cost of the instructional supplies and services, is found in Table LXVIII which contains information derived from the Board document 1975 School Budgets referred to previously.

Table LXVII. Breakdown of Actual Differential Cost for Instructional Supplies and Services in the Secondary Schools Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976.

Items	Cost Per Weighted Student 1975-1976	Weighted Student Enrolment		Actual Differential Cost
		French	English	
Casselman	$ 72.80	29	--	$ 2,111.00
Embrun	72.80	52	--	3,785.00
Hawkesbury	72.80	--	64	4,659.00
Plantagenet	72.80	--	79	5,751.00
Rockland	72.80	34	--	2,475.00
Vankleek Hill	72.80	34	62	6,989.00
Total		149	205	25,771.00

Table LXVIII. Breakdown of Weighted Student Enrolment Used to Figure the Cost of Instructional Supplies and Services in the Secondary Schools Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976.

Items	X	Small Group Enrolment	Equalizing Factors	Weighted Student Enrolment	Total School Enrolment
Casselman	X	578 French	.05	29	578
Embrun	X	258 French	.2	52	258
Hawkesbury	X	160 English	.4	64	1,219
Plantagenet	X	198 English	.4	79	1,132
Rockland	X	342 French	.1	34	342
Vankleek Hill	X	208 English	.3	62	
		344 French	.1	34	552
Total		--	--	354	4,081

Table LXIX gives a breakdown of the actual differential cost for salaries and fringe benefits of sixteen extra teachers due to the presence of two language groups in three secondary schools operated by the Prescott and Russell County Board of Education during the school year 1975-1976.

The figures in Table LXIX were derived through conversations with Board officers and study of pertinent documents, particularly the Board's Statements of Expenditures, and the Secondary School September Report 1975 prepared for the Ministry of Education.

The figure of $18,000.00 in the column under Average Salary was arrived at in the following way:

$4,325,521.00 secondary school salaries for 1975 x .4 (i.e., September to December) equals $1,730,208.00; and $5,261,119.00 secondary school salaries for 1975 x .6 (i.e., January to June) equals $3,156,672.00. Therefore, the sum of $4,886,880.00 divided by 269, i.e, the total number of secondary school teachers, gives an average of $18,167.00 which was rounded off to $18,000.00

The figures in the column under Extra Teachers were derived thus: in the three "mixed" schools operated by the Board in Hawkesbury, Plantagenet and Vankleek Hill, the researchers believe that there is an excess of sixteen teachers due to the presence of French-speaking and English-speaking students in each of them. In those three schools, many identical courses are given in French to the Francophone students and in English to the Anglophone students, thus creating a lot of duplication and a substantial additional cost in teachers' salaries.

The researchers believe that the number of teachers in excess of what would prevail if the total school clientele spoke the same language is as follows: Hawkesbury, 5 teachers; Plantagenet, 4 teachers; and Vankleek Hill, 7 teachers, as shown in Table LXX.

The figures in the column under Number of Extra Teachers of Table LXX were arrived at by dividing the number of classes usually taught by a secondary school teacher, i.e., six, into the number of extra classes given at each school.

The breakdown of the number of extra classes given at each of the three "mixed" schools are given in Tables LXXI, LXXII and LXXIII.

The procedure used to arrive at the figures in the column under Number of Extra Classes Taught was as follows: in the Secondary School September Report 1975, the researchers identified all identical subjects taught both in French to Francophone students and in English to Anglophone students. Then the total number of students taking the course was divided by the largest class in that course to find out the hypothetical number of classes that would be sufficient if all the students spoke the same language.

To illustrate, Table LXXII shows as the first subject Chemistry. In the English sector, there are two classes for fifty students, so the group size is twenty-five. In the French sector, there are two classes for thirty-one students, so the group size is sixteen. The total number of students, i.e., eighty-one, divided by twenty-five (the largest group size) gives approximately three classes instead of four; therefore, there is one class in excess of what would prevail in a unilingual

situation. The same procedure was applied to all subjects in Tables LXXI, LXXII and LXXIII.

Table LXIX. Breakdown of Actual Differential Cost for Sixteen Extra Secondary School Teachers Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976(a).

Items Secondary Schools	Extra Teachers	Average Salary	Total Salaries	Fringe Benefits	Actual Differential Cost
Hawkesbury	5	$ 18,000.00	$ 90,000.00	$ 3,330.00	$ 93,330.00
Plantagenet	4	18,000.00	72,000.00	2,664.00	74,664.00
Vankleek Hill	7	18,000.00	126,000.00	4,662.00	130,662.00
Total	16	18,000.00	288,000.00	10,656.00	298,656.00

(a) The fringe benefits are 3.7% of salaries.

Table LXX. Breakdown of the Number of Extra Teachers in Three Secondary Schools Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976.

Items	Number of Extra Classes	Number of Classes Taught by One Teachers	Number of Extra Teachers
Hawkesbury	29	6	5
Plantagenet	21	6	4
Vankleek Hill	37	6	7
Total	--	--	16

Table LXXI. Breakdown of the Number of Extra Classes at Hawkesbury Secondary School Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976.

Items / Subjects	English Sector		French Sector		Number of Extra Classes
	Classes	Students	Classes	Students	
Art 3	1	20	4	53	2
Biology 5	1	11	2	49	1
Bus. Math. 1 & 2	1	21	4	94	1
Com. & Bus. Proc. 3 & 4	1	15	5	105	1
Dram. Art (A.D.) 1 & 2	1	30	2	21	1
Env. Science 1 & 2	2	40	8	224	1
Env. Science 3 & 4	2	25	3	75	1
Geography 5	1	16	1	16	1
Geography 1 & 2	4	91	11	308	2
History 3 & 4	2	39	3	63	1
Home Ec. 1 & 2	2	32	7	145	1
Math. 1 & 2	4	99	17	454	1
Math. Sr. A.I, 3 & 4	1	21	5	113	1
Math. Sr. A.II, 3 & 4	1	25	3	58	1
Math. Sr. F.I, 3 & 4	1	27	4	90	1
Math. Sr. F.II, 3 & 4	1	13	4	81	1
Math. Sr. Alg. 5	1	10	1	22	1
Math. Sr. R. & F.5	1	13	1	20	1
Phys. Ed. 3 & 4	2	67	10	238	1
Phys. Ed. 1 & 2	4	92	13	334	1
Shorthand 3 & 4	2	26	2	42	1
Typewriting, P. 1 & 2	2	40	6	162	1
Physics 3 & 4	1	17	2	41	1
English, Anglais 3 & 4	4	86	16	384	1
French, Français 1 & 2	4	100	17	456	1
French, Français 3 & 4	3	60	13	344	1
French, Français 5	1	12	3	58	1
Total	--	--	--	--	29

Table LXXII. Breakdown of the Number of Extra Classes at Plantagenet Secondary School Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976.

Items / Subjects	English Sector		French Sector		Number of Extra Classes
	Classes	Students	Classes	Students	
Chemistry 5	2	50	2	31	1
Dramatic Arts 3 & 4	1	16	6	137	1
Geography 3 & 4	2	20	2	48	1
History Int. 1 & 2	3	60	16	412	1
History 5	1	12	3	63	1
Math. I.12C (4) 1 & 2	3	54	11	313	1
Math. I.12D (4) 1 & 2	1	22	10	266	1
Math. Sr. F.II, 3 & 4	1	26	4	85	1
Math. Sr. Alg. 5	1	13	1	19	1
Shorthand 3 & 4	2	39	3	45	1
Typewriting 1 & 2	1	14	4	150	1
English, Anglais 1 & 2	9	191	20	527	3
English, Anglais 3 & 4	7	149	12	301	1
French, Français 1 & 2	6	31	26	615	2
French, Français 3 & 4	5	61	15	301	3
Total	--	--	--	--	21

Table LXXIII. Breakdown of the Number of Extra Classes at Vankleek Hill Secondary School Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976.

Items / Subjects	English Sector		French Sector		Number of Extra Classes
	Classes	Students	Classes	Students	
Accounting 3 & 4	2	39	3	75	1
Chemistry 5	1	22	1	9	1
Com. & Bus. Proc. 3 & 4	2	32	2	48	1
Geography 1 & 2	2	27	5	81	3
Man in Society 3 & 4	1	15	1	10	1
History/Hist. 3 & 4	1	18	2	25	1
History 1 & 2	3	65	4	93	1
Home Ec. 1 & 2	2	43	2	39	1
Math. I.12C, 1 & 2	2	34	2	36	1
Math. I.12D (4) 1 & 2	2	17	2	42	1
Math. I.12D (4) 1 & 2	2	50	2	38	1
Math. S. Cal. 5	1	27	1	9	1
Phys. Ed. S. 29A 3 & 4	6	96	3	36	1
Phys. Ed. Int. 1 & 2	4	77	5	107	1
Physics 3 & 4	1	13	1	16	1
Science Int. 1 & 2	4	79	4	109	1
Shorthand 3 & 4	2	16	2	11	2
French, Français 1 & 2	4	72	9	185	4
French, Français 3 & 4	4	66	7	132	4
French, Français 5	1	14	2	19	1
English, Anglais 1 & 2	5	100	7	136	4
English, Anglais 3 & 4	5	95	7	129	4
English, Anglais 5	2	59	1	16	--
Total	--	--	--	--	37

Table LXXIV presents a summary of the actual differential costs for "Instruction" in six French-language and/or "mixed" secondary schools under the jurisdiction of the Prescott and Russell County Board of Education for the academic year 1975-1976.

The amounts in the column under Actual Differential Cost are taken from the following tables: Table LXVI, School Office Administration, $75,793.00; Table LXVII, Instructional Supplies and Services, $25,771.00; Table LXIX , Teachers' Salaries and Fringe Benefits, $298,656.00.

The researchers believe that the actual differential cost for this Board in 1975-1976 was in the amount of $400,220.00 as shown in Table LXXIV.

Table LXXIV. Summary of Actual Differential Costs for "Instruction" in Six French-Language and/or "Mixed" Secondary Schools. The Prescott and Russell County Board of Education, 1975-1976(a).

Items "Instruction"	Total Actual Differential Cost
School Office Administration	$ 75,793.00
Instructional Supplies & Services	25,771.00
Teachers' Salaries and Fringe Benefits	298,656.00
Total	400,220.00

(a) Table LXXIV is a summary of Tables LXVI, LXVII and LXIX.

Table LXXV gives a breakdown of the total gross floor area of the school buildings used to figure the ratio of the actual differential cost for the budgetary functions of plant operation and maintenance, other operating expenditures and debt charges for the Prescott and Russell County Board of Education for the period extending from July 1, 1975 to June 30, 1976.

The total in the column under Gross Floor Area in Square Feet, i.e., 474,635 is the square footage of the six secondary schools and the school for retarded shown in the column under School Buildings. The gross floor area of the school for retarded had to be included in order to figure as exactly as possible the percentage given in the column under Ratio in Table LXXVI. In fact, the total expenditure amounts used in Tables LXXVII, LXXVIII and LXXIX, when applying the ratio of actual differential cost, are derived from the Board's Statement of Expenditures for Secondary Schools and Schools for Retarded.

Table LXXVI makes references to sixteen extra classrooms. The researchers believe that because the Board has sixteen extra teachers due to the presence of two language groups, as shown in Tables LXX to LXXIII, the Board also has sixteen more classrooms than would be required in a unilingual situation.

Taking for granted that a classroom is in use approximately twenty hours per week, it is felt that one classroom less is needed whenever a full-time teacher (i.e., teaching a 20-hour week) is dropped; therefore sixteen additional full-time secondary school teachers explain the existence of sixteen additional or extra classrooms generating a substantial actual differential cost to the Board.

The 21,600 square feet of gross floor area in the column under Sixteen Extra Classrooms in Table LXXVI was arrived at in the following way, after study of relevant information. In any building project, the Ministry figures the gross floor area required for ten classrooms as follows: the basic figure of 750 square feet is multiplied by a factor of 1.8 to allow for auxiliary space. Therefore: 750 square feet by 1.8 by 16 equals 21,600 square feet.

The figure of 4.55% in the column under Ratio in Table LXXVI was derived by dividing 21,600 square feet, i.e., the gross floor area of sixteen extra classrooms into 474,635 square feet, i.e., the total gross floor area of the school buildings.

Table LXXV. Breakdown of the Total Gross Floor Area of School Buildings Used to Figure the Ratio of the Actual Differential Cost for Plant Operation and Maintenance, Other Operating Expenditures and Debt Charges. The Prescott and Russell County Board of Education, 1975-1976.

Items School Buildings	Gross Floor Area in Square Feet
Plantagenet S.S.	155,276
Vankleek Hill S.S.	61,879
Hawkesbury S.S.	110,400
Casselman S.S.	76,300
Rockland S.S.	30,000
Embrun S.S.	28,200
School for Retarded	12,580
Total	474,635

Table LXXVI. Ratio of the Gross Floor Area of Sixteen Extra Classrooms Used to Figure the Actual Differential Cost for Plant Operation and Maintenance, Other Operating Expenditures and Debt Charges. The Prescott and Russell County Board of Education, 1975-1976(a).

Items	School Buildings	Sixteen Extra Classrooms	Ratio
Gross Floor Area in Square Feet	474,635	21,600	4.55%

(a) See Table LXXV for list of school buildings.

Table LXXVII gives a breakdown of the actual differential cost for plant operation and maintenance of sixteen extra classrooms due to the presence of two language groups under the jurisdiction of the Prescott and Russell County Board of Education during the period from July 1, 1975 to June 30, 1976.

The amount of $53,339.00 in the column under Actual Differential Cost is derived by multiplying $1,172,283.00, the Board's total expenditure for plant operation and maintenance by 4.55% in the column under Ratio of Actual Differential Cost.

Table LXXVIII gives the breakdown of the actual differential cost for the other operating expenditures of sixteen extra classrooms due to the presence of two linguistic groups in schools operated by the Prescott and Russell County Board of Education in 1975-1976.

The figures in Table LXXVIII as well as in Tables LXXVII and LXXIX were arrived at after conversations with Board officers and study of relevant documents.

The amount of $1,843.00 in the column under Actual Differential Cost is 4.55% of the Board's other operating expenditures for 1975-1976 in the amount of approximately $40,500.00.

Table LXXIX is a breakdown of the actual differential cost concerning the debt charges for sixteen extra classrooms due to the presence of two language groups in schools under the authority of the Prescott and Russell County Board of Education from July 1, 1975 to June 30, 1976.

The Board's total debt charges for 1975-1976 in the amount of approximately $977,000.00 multiplied by the ratio of 4.55% generates an actual differential cost of $44,453.00 as shown in Table LXXIX.

Table LXXVII. Breakdown of the Actual Differential Cost for Plant Operation and Maintenance of Sixteen Extra Classrooms Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976(a).

Items	Ratio of Actual Differential Cost	Actual Differential Cost
Sixteen Extra Classrooms	4.55%	$ 53,339.00

(a) Total expenditure for plant operation and maintenance: $1,172,283.00

Table LXXVIII. Breakdown of the Actual Differential Cost for the Other Operating Expenditures of Sixteen Extra Classrooms Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976(a).

Items	Ratio of Actual Differential Cost	Actual Differential Cost
Sixteen Extra Classrooms	4.55%	$ 1,843.00

(a) Total amount of other operating expenditures: $40,500.

Table LXXIX. Breakdown of the Actual Differential Cost Re the Debt Charges for Sixteen Extra Classrooms Due to the Presence of Two Language Groups. The Prescott and Russell County Board of Education, 1975-1976(a).

Items	Ratio of Actual Differential Cost	Actual Differential Cost
Sixteen Extra Classrooms	4.55%	$ 44,453.00

(a) Total amount of debt charges: $977,000.00 (approximately).

In addition to the actual differential cost associated with the items of Table LXIV, there is also an estimated differential cost which must be taken into account and which is presented in Table LXXX.

The figures in Table LXXX were derived through conversations with Board officers and a professional colleague, as well as the study of pertinent and relevant documents.

The researchers believe that the total estimated differential cost of French-language education for the Prescott and Russell County Board of Education for the academic year amounts to $308,683.00 as shown in Table LXXX.

The estimated differential costs for business administration, as well as for the divisions within the "Instruction" budgetary function, are broken down in the following Tables LXXX-a, LXXX-b and LXXX-c.

The researchers' opinion is that the presence of two language groups under the jurisdiction of the Prescott and Russell County Board of Education justifies an estimated differential cost of $13,750.00 for translation services as shown in Table LXXX-a.

It is felt that the services required are a full-time translator, a full-time secretary, plus basic supplies and equipment.

The reader will note in the column under Allocation Already Provided, that the Board presently allocates $12,750.00 for a translator working on a three-quarter time basis, plus an amount of $5,000.00 for part-time secretarial help.

Therefore, the figures in the column under Estimated Differential Cost totalling $13,750.00 were derived by subtracting the figures in the column under Allocation Already Provided from the estimated differential

costs for salaries, fringe benefits and other, i.e., supplies and equipment.

The note at the foot of Table LXXX-a reminds the reader that figures in the column under Allocation Already Provided have been taken from Table LXV.

In the field of instructional services and programmes, there are no co-ordinators and/or consultants hired by the Board, even though the secondary school enrolment is 4,140 students: 3,522 French and 618 English.

The researchers believe that there is a need for a minimum of five co-ordinators and/or consultants for important instructional fields or departments. This means an average of one co-ordinator for approximately 800 students. This conclusion was reached through consultation with a professional colleague and other educational supervisory officers. This average seems to be a sound operational figure; it is not necessarily ideal but it is considered desirable and practical.

In the present case, one of the five co-ordinators needed is justified by the English enrolment of 618. The hiring of five bilingual co-ordinators would permit them to devote one-fifth of their time to the English students as well as the French.

It is believed that the following possibility might be explored, i.e., a joint venture between the two local Boards. The Prescott and Russell County Separate School Board already hires instructional services and programme personnel; therefore, the hypothetical sharing of services and costs between the two Boards might allow for a better co-ordination of instructional services and programmes from kindergarten to grade thirteen.

Another hypothetical solution might be for the Regional Office of the Ministry of Education to provide supervisory and/or consultant services on a fee basis; this might prove feasible and possible first, if sufficient bilingual personnel were available at the Regional Office and second, if the Board could be reimbursed by a specific grant.

For the Prescott and Russell County Board of Education, it is felt that the estimated differential cost for instructional services and programmes to provide French-language education amounts to approximately $137,500.00 as shown in Table LXXX-b.

Table LXXX-c gives a breakdown of the estimated differential cost of learning materials for French-language education in the secondary schools under the jurisdiction of the Prescott and Russell County Board of Education for the academic year.

The reader will note that the explanations for the figures in the column under Estimated Differential Cost Per Student Per Year are given in Chapter II of this Report: Availability and Costs of Textbooks, Library Books and Other Learning Materials.

The amounts in the column under Estimated Differential Cost were derived by multiplying the amounts given as the estimated differential cost per student per year by the number of Francophone secondary school students educated by the present Board.

The estimated differential cost of learning materials for the "Instruction" of French-language students in the Board's secondary schools amounts to $157,433.00 as shown in Table LXXX-c.

The total differential cost, i.e., actual and estimated, for French-language instruction comes to $782,674.00 ($473,991.00 + $308,683.00)*.

*See Tables LXIV and LXXX.

Table LXXX. Summary of the Estimated Differential Costs of French-Language Education. The Prescott and Russell County Board of Education, 1975-1976.

Items	Estimated Differential Costs		Total Estimated Differential Cost
	Extraordinary Expenditures	Ordinary Expenditures	
I Business Administration	--	$ 13,750.00	$ 13,750.00
II Instruction:			
A) Instructional Administration	--	--	--
B) Services and Programmes	--	137,500.00	137,500.00
C) Schools	--	157,433.00	157,433.00
III Plant Operation and Maintenance	--	--	--
IV Other Operating Expenditures	--	--	--
V Debt Charges	--	--	--
VI Student Transportation	--	--	--
Sub-total	--	308,683.00	--
Total	--	--	308,683.00

Table LXXX-a. Breakdown of the Estimated Differential Cost of Business Administration Re French-Language Education. The Prescott and Russell County Board of Education, 1975-1976(a).

Items	Estimated Differential Costs			Allocation Already Provided	Estimated Differential Cost
Business Administration	Salaries	Fringe Benefits	Other		
Translation Services:					
Translator	$ 18,000.00	$1,620.00	--	$ 12,750.00	$ 6,870.00
Secretarial Staff	8,500.00	765.00	--	5,000.00	4,265.00
Supplies and Equipment	--	--	$2,615.00	--	2,615.00
Total	26,500.00	2,385.00	2,615.00	17,750.00	13,750.00

(a) The figures in the column under Allocation Already Provided have been taken from Table LXV.

Table LXXX-b. Estimated Differential Cost of Instructional Services and Programmes for French-Language Education. The Prescott and Russell County Board of Education, 1975-1976.

Items	Average Salary	Estimated Differential Cost
Instructional Services and Programmes:		
5 Co-ordinators and/or Consultants	$ 27,500.00	$ 137,500.00

Table LXXX-c. Breakdown of Estimated Differential Cost of Learning Materials for French-Language Education in the Secondary Schools. The Prescott and Russell County Board of Education, 1975-1976(a).

Items Learning Materials for Secondary Schools	Estimated Differential Cost Per Student Per Year	Number of Francophone Students	Estimated Differential Cost
Textbooks	$ 10.87	3,522	$ 38,284.00
Library:			
a) Books	25.40	3,522	89,459.00
b) Other Operating Expenditures	0.43	3,522	1,514.00
c) Other Learning Materials	8.00	3,522	28,176.00
Total	44.70	3,522	157,433.00

(a) The figures in the column under Estimated Differential Cost Per Student Per Year have been taken from Chapter II of the Report: Availability and Costs of Textbooks, Library Books and Other Learning Materials.

THE KAPUSKASING BOARD OF EDUCATION

The Kapuskasing Board of Education is located in northern Ontario, about 160 miles south of James Bay. The area served by the Board has a population of 19,819 distributed as follows: Kapuskasing, 12,543; Moonbeam, 1,453; Fauquier-Strickland, 932; Smooth Rock Falls, 2,448; Val Rita-Harty, 1,326; unorganized, 1,117. The area is approximately 68% French-speaking.

The Board has three secondary schools under its jurisdiction:

1. Cité des Jeunes, Kapuskasing, with an enrolment of 902 French-speaking students; all of them are enrolled in the courses in which the language of instruction is French.
2. Kapuskasing District High School in Kapuskasing, with an enrolment of 1,219 students, of whom 459 are French-speaking, i.e., 38%; 449 of these opted for one credit and 10 opted for two credits in courses given in the French language.
3. Smooth Rock Falls Secondary School has a total enrolment of 215 students, of whom 143 are French-speaking, i.e., over 66%, and are enrolled in some of the courses in which the language of instruction is French.

The researchers met with the following Board officers who were very co-operative: Mr. Brian Giroux, Director of Education; Mr. A. MacNaughton, Business Administrator; and Mr. G.A. Lewis, Assistant Business Administrator.

The Board budget for secondary schools and school for retarded from July 1, 1975 to June 30, 1976 was approximately $5,160,000.00.

Table LXXXI gives a summary of the actual differential costs for French-language education in the secondary schools of the Kapuskasing Board of Education.

Table LXXXI. Summary of the Actual Differential Costs of French-Language Education. The Kapuskasing Board of Education, 1975-1976.

Items	Actual Differential Costs		Total Actual Differential Cost
	Extraordinary Expenditures	Ordinary Expenditures	
I Business Administration	--	$ 10,837.00	$ 10,837.00
II Instruction:			
A) Instructional Administration	--	--	--
B) Services and Programmes	--	--	--
C) Schools	--	25,730.00	25,730.00
III Plant Operation and Maintenance	--	44,597.00	44,597.00
IV Other Operating Expenditures	--	--	--
V Debt Charges	$ 27,715.00	--	27,715.00
VI Student Transportation	8,000.00	--	8,000.00
Sub-totals	35,715.00	81,164.00	--
Total	--	--	116,879.00

Table LXXXII gives a breakdown of the actual differential cost for business administration of the Kapuskasing Board of Education due to the presence of two language groups during the period extending from July 1, 1975 to June 30, 1976.

The figures in the column under Actual Differential Cost in Table LXXXII were provided in extenso by the officers of the Kapuskasing Board of Education in a letter sent to the researchers on October 4, 1976.

The reader will note that this Board has an English-Language Advisory Committee besides having a French-Language Advisory Committee which is mandatory for all Boards of Education in Ontario which provide instruction in the French language.

The actual differential cost for business administration of the Kapuskasing Board of Education in 1975-1976 amounted to $10,837.00 as shown in Table LXXXII.

Table LXXXII. Breakdown of the Actual Differential Cost for Business Administration Due to the Presence of Two Language Groups. The Kapuskasing Board of Education, 1975-1976.

Items	Actual Differential Cost
French-Language Advisory Committee:	
Honoraria	$ 2,700.00
Travel and Conferences	652.00
English-Language Advisory Committee:	
Honoraria	2,700.00
Travel and Conferences	1,812.00
Fees to French-Language Association	1,654.00
Advertising (Extra):	
General	126.00
Staff Recruitment	1,193.00
Total	10,837.00

Table LXXXIII is a breakdown of the actual differential cost for "Instruction" in the secondary schools operated by the Kapuskasing Board of Education from July 1, 1975 to June 30, 1976.

In the column under Actual Differential Cost, the figure of $8,058.00 represents the additional supply allowances for French texts and library books provided by the Board on the basis of approximately $7.50 per student in the Francophone sector (1976 Budget); it is assumed that this amount was provided for the whole school year of 1975-1976.

The amount of $17,672.00 represents the actual differential cost for one teacher's salary and fringe benefits at the Smooth Rock Falls Secondary School in 1975-1976. This figure was not stated by the Board officers as an actual differential cost in their letter of October 4, 1976, mentioned previously.

Nevertheless, researchers believe that the number of identical courses taught in both French and English at Smooth Rock Falls Secondary School warrants the conclusion that there is, at that school, an extra teacher creating an actual differential cost to the Board in the amount of approximately $17,672.00

Table LXXXIV gives a breakdown of identical courses given in English to English classes and in French to French classes. The researchers believe that if all the students spoke the same language, the duplication of French and English courses would be avoided and the number of teachers could be reduced by one.

The procedure applied in Table LXXXIV is similar to the procedure that was applied in Table LXXI. To illustrate, let us take the subject

Mathematics 1 & 2 in Table LXXXIV: this course is taken by twenty-nine English-speaking students in two groups, for an average of about sixteen; the same course is taken by eighty Francophone students in three groups, for an average of about twenty-seven. By dividing the total number of students, i.e., 109 by 27, the highest average, the reader will note that only three classes would be needed instead of four, in a one-language situation.

In the column under Extra Classes, the total indicates that there are eight additional or extra classes taught on account of the presence of two language groups in this school. Taking for granted that six classes are equivalent to a full-time tacher, it is believed that at least one teacher's salary and fringe benefits generate an actual differential cost to the Board.

The researchers noted in the September Secondary School Report 1975, Part L, that none of the 143 Francophone students at Smooth Rock Falls Secondary School take the minimum of five courses in their own sector. Moreover, in the section of the Report called Course Enrolment by Guideline, it is also evident that besides the courses in "English" and "Anglais", there are nine courses that are taught only in English in a school where the Francophones constitute a majority of 66.5%.

Table LXXXIII. Breakdown of Actual Differential Cost for "Instruction" in the Secondary Schools Due to the Presence of Two Language Groups. The Kapuskasing Board of Education, 1975-1976.

Items	Actual Differential Cost
Additional Supply Allowance for French Texts and Library Books	$ 8,058.00
Smooth Rock Falls Secondary School Teacher's Salary and Fringe Benefits	17,672.00
Total	25,730.00

Table LXXXIV. Breakdown of the Number of Extra Classes at Smooth Rock Falls Secondary School Due to the Presence of Two Language Groups. The Kapuskasing Board of Education, 1975-1976(a).

Items / Subjects	English Sector Classes	English Sector Students	French Sector Classes	French Sector Students	Number of Extra Classes
French, Français 5	1	4	2	28	1
French, Français 3 & 4	2	29	2	28	1
History, Histoire 1 & 2	2	31	3	73	1
History, Histoire 3 & 4	2	15	2	26	1
History, Histoire 5	1	3	1	5	1
Math., Math. 1 & 2	2	29	3	80	1
Math., Math. 3 & 4	2	25	1	41	1
Science, Sciences 1 & 2	2	32	3	67	1
Total	--	--	--	--	8

(a) 8 classes divided by 6 (normally taught by one teacher) equals at least one additional teacher.

Table LXXXV gives a breakdown of the actual differential cost for plant operation and maintenance of secondary schools due to the presence of two language groups under the jurisdiction of the Kapuskasing Board of Education from July 1, 1975 to June 30, 1976.

The amounts given in Table LXXXV and in Tables LXXXVI and LXXXVII were derived through conversations with Board officers and the study of relevant information, particularly a letter dated October 4, 1976, containing a document entitled Kapuskasing Board of Education - Cost Analysis - Differential Costs of French-Language Education - July 1, 1975 to June 30, 1976.

The actual differential cost of $44,597.00 for plant operation and maintenance of secondary schools as shown in Table LXXXV was derived by multiplying the yearly per student cost of $237.22 by the excess capacity of 188 students.

The amount of $237.22 in the column under Yearly Per Student Cost for plant operation and maintenance is explained in Table LXXXVI. It was arrived at by dividing the 1975-1976 expenditure of $533,277.00 by 2,248, i.e., the September to June average enrolment.

The excess capacity for 188 students in the Board's secondary schools, due to the presence of two language groups, is explained in Table LXXXVII. The rated accommodation for the secondary schools is 3,010 student places. The amount of 2,408 student-places in the column under Working Student Capacity is derived by finding 80% of the rated accommodation. Therefore, the 188 excess student-places shown in the column under Excess Student Capacity is the difference between the working student capacity of 2,408 and 2,220, i.e., the student enrolment.

Table LXXXV. Breakdown of Actual Differential Cost for Plant Operation and Maintenance of Secondary Schools Due to the Presence of Two Language Groups. The Kapuskasing Board of Education, 1975-1976.

Items	Excess Student Capacity	Yearly Per Student Cost	Actual Differential Cost
Plant Operation and Maintenance	188	$ 237.22	$ 44,597.00

Table LXXXVI. Breakdown of Yearly Per Student Coast for Plant Operation and Maintenance of Secondary Schools. The Kapuskasing Board of Education, 1975-1976.

Items	1975-1976 Expenditures	September to June Average Enrolment	Yearly Per Student Cost
Plant Operation and Maintenance	$ 570,277.00	2,408	$ 237.22

Table LXXXVII. Breakdown of the Excess Student Capacity of the Secondary Schools Due to the Presence of Two Language Groups. The Kapuskasing Board of Education, 1975-1976.

Items	Rated Accommodation (Student Places)	Working Capacity Ratio	Working Student Capacity	Student Enrolment June '76	Excess Student Capacity
Secondary Schools	3,010	80%	2,408	2,220	188

The actual differential cost of $27,716.00 for secondary school debt charges due to the presence of two languages, as shown in Table LXXXVIII was arrived at by multiplying the yearly per student cost of $147.42 by the excess capacity of 188 students.

The amount of $147.42 in the column under Yearly Per Student Cost for secondary school debt charges is explained in Table LXXXIX. It was derived by dividing the 1975-1976 expenditure of $331,400.00 by 2,248, i.e., the September to June average enrolment. The excess capacity for 188 students has already been explained in Table LXXXVII.

Table LXXXVIII. Breakdown of the Actual Differential Cost for Secondary School Debt Charges Due to the Presence of Two Language Groups. The Kapuskasing Board of Education, 1975-1976.

Items	Excess Student Capacity	Yearly Per Student Cost	Actual Differential Cost
Secondary School Debt Charges	188	$ 147.42	$ 27,716.00

Table LXXXIX. Breakdown of Yearly Per Student Cost for Secondary Debt Charges. The Kapuskasing Board of Education, 1975-1976.

Items	1975-1976 Expenditure	September to June Average Enrolment	Yearly Per Student Cost
Secondary School Debt Charges	$ 331,400.00	2,248	$ 147.00

Table XC shows an actual differential cost of $8,000.00 for school to school transportation of secondary school students. Through discussions with Board officers, the researchers learned that students attending Cité des Jeunes have to be transported to Kapuskasing High School in order to take certain courses, e.g., shop, technical, that are not given at their own school. The amount of $8,000.00 is stated in the Board's cost analysis document referred to previously, but no other details are given.

Table XC. Actual Differential Cost for School to School Transportation of French-Language Secondary School Students. The Kapuskasing Board of Education, 1975-1976.

Items	Actual Differential Cost
School to School Transportation	$ 8,000.00

In addition to the actual differential cost associated with the items of Table LXXXI, there is also an estimated differential cost which must be taken into account and which is presented in Table XCI.

The figures in the column under Total Estimated Differential Cost were derived through discussions with educational officers and the study of pertinent and relevant documents.

The researchers believe that the total estimated differential cost of French-language education for the Kapuskasing Board of Education amounts to $78,033.00 for the academic year as shown in Table XCI.

The estimated differential costs for both business administration and instruction are broken down in Tables XCI-a and XCI-b.

It is believed that the presence of two language groups under the jurisdiction of the Kapuskasing Board of Education creates a need for translation services which would generate an estimated differential cost of approximately $31,500.00 as shown in Table XCI-a. It is felt that adequate services would be provided by a translator, a secretary, plus the basic supplies and equipment.

Table XCI-b gives a breakdown of the estimated differential cost for "Instruction", which, in this case, comprises learning materials only. The reader will note that the explanations for the figures in the column under Estimated Differential Cost Per Student Per year are given in Chapter II of this Report: Availability and Costs of Textbooks, Library Books and Other Learning Materials.

The amounts in the column under Estimated Differential Cost were derived by multiplying the amounts given as the estimated differential cost per student per year by the number of French-language students

educated by the present Board.

The figure 1,041 in the column under Number of French-Language Students is actually the number of student equivalents. At Cité des Jeunes, there are 902 students who all take a minimum of five credits for which the language of instruction is French. At Kapuskasing District High School, 445 Francophone students take 455 courses in the French sector and generate 91 French-language student equivalents. At Smooth Rock Falls, 171 Francophone students take 239 courses in the French sector and generate 48 French-language student equivalents. The total French-language student-equivalent then is 1,041.

The estimated differential cost for learning materials needed for the "Instruction" of French-language students in the Kapuskasing Board of Education secondary schools amounts to $78,033.00 as shown in Table XCI.

The total differential cost, i.e., actual and estimated, for French-language instruction comes to $194,912.00 ($116,879.00 + $78,033.00)*.

*See Tables LXXXI and XCI.

Table XCI. Summary of the Estimated Differential Costs of French-Language Education. The Kapuskasing Board of Education, 1975-1976.

Items	Estimated Differential Costs		Total Actual Differential Cost
	Extraordinary Expenditures	Ordinary Expenditures	
I Business Administration	--	$ 31,500.00	$ 31,500.00
II Instruction:			
A) Instructional Administration	--	--	--
B) Services and Programmes	--	--	--
C) Schools	--	46,533.00	46,533.00
III Plant Operation and Maintenance	--	--	--
IV Other Operating Expenditures	--	--	--
V Debt Charges	--	--	--
VI Student Transportation	--	--	--
Sub-total	--	78,033.00	--
Total	--	--	78,033.00

Table XCI-a. Breakdown of Estimated Differential Cost of Business Administration Re French-Language Education. The Kapuskasing Board of Education, 1975-1976(a).

Items Business Administration	Salaries	Fringe Benefits	Other	Estimated Differential Cost
Translation Services:				
Translator	$ 18,000.00	$ 1,620.00	N/A	$ 19,620.00
Secretarial Staff	8,500.00	765.00	N/A	9,265.00
Supplies and Equipment	N/A	N/A	$ 2,615.00	2,615.00
Total	26,500.00	2,385.00	2,615.00	31,500.00

(a) Fringe benefits are 9% of salaries.

Table XCI-b. Breakdown of Estimated Differential Cost of Learning Materials for French-Language Education in the Secondary Schools. The Kapuskasing Board of Edcuation, 1975-1976(a).

Items Learning Materials for Secondary Schools	Estimated Differential Cost Per Student Per Year	Number of Francophone Students	Estimated Differential Cost
Textbooks	$ 10.87	1,041	$ 11,316.00
Library:			
a) Books	25.40	1,041	26,441.00
b) Other Operating Expenditures	0.43	1,041	448.00
Other Learning Materials	8.00	1,041	8,328.00
Total	44.70	--	46,533.00

(a) The figures in the column under Estimated Differential Cost Per Student Per Year have been taken from Chapter II of the Report: Availability and Costs of Textbooks, Library Books and Other Learning Materials.

THE OTTAWA BOARD OF EDUCATION

The Ottawa Board of Education is a large urban school Board within Canada's capital and has a secondary school enrolment close to 26,000 students: 19,229 or 74% English-speaking in eighteen schools, and 6,705 or 26% French-speaking in six schools.

The French-language secondary schools are: Cartier, Champlain, De La Salle, André-Laurendeau, Charlebois and Belcourt.

During the 1975-1976 school year, there were 1,004 non-resident students attending these schools, with approximately 912 from the neighbouring Carleton County Board of Education.

The researchers communicated with the following Board officials by means of interviews, memos and telephone conversations: Mr. A. Cummins, Director of Education; Mr. Guy Lapensée, Superintendent of Schools; and Mr. W. Bird, Superintendent of Business-Finance, all of whom were very co-operative and helpful.

The Board's secondary school (and school for retarded) budget for the period extending from July 1, 1975 to June 30, 1976, was approximately $60,958,707.00.

The following is a presentation of the Board's actual differential cost brought about by the presence of two language groups within the present educational system. Table XCII gives a summary of the actual differential cost for French-language education for the Ottawa Board of Education during the period July 1, 1975 to June 30, 1976, in the amount of $2,512,313.00.

Table XCII. Summary of the Actual Differential Costs of French-Language Education. The Ottawa Board of Education, 1975-1976.

Items	Actual Differential Costs		Total Actual Differential Cost
	Extraordinary Expenditures	Ordinary Expenditures	
I Business Administration	--	$ 137,244.00	$ 137,244.00
II Instruction:			
A) Instructional Administration	--	41,400.00	41,400.00
B) Services and Programmes	--	105,189.00	105,189.00
C) Schools	--	835,240.00	835,240.00
III Plant Operation and Maintenance	--	787,462.00	787,462.00
IV Other Operating Expenditures	--	--	--
V Debt Charges	$ 535,766.00	--	535,766.00
VI Student Transportation	70,012.00	--	70,012.00
Sub-totals	605,778.00	1,906,535.00	--
Total	--	--	2,512,313.00

Table XCIII gives a breakdown of the actual differential cost for business administration due to the presence of two language groups under the jurisdiction of the Ottawa Board of Education during the period extending from July 1, 1975 to June 30, 1976.

The figures in the column under Actual Differential Cost are derived through discussions with officials of the Board and the study of relevant documents.

The six non-trustee members of the French-Language Advisory Committee are paid $200.00 honoraria a month and they are provided with secretarial services which cost the Board $14,368.00.

Fees in the amount of $4,230.00 were paid to AFCSO, Association Française des Conseillers Scolaires de l'Ontario.

The premium for bilingualism means an extra amount of 7% paid to office staff who are bilingual; this is a Board policy similar to the policy of the Federal Civil Service; in fact, an amount of $52,400.00 was paid in 1976 and $48,208.00 in 1975, for an average of $50,304.00.

The amount of $17,118.00 for general supplies and services is generated by additional printing and external translation work.

The Board's translation services cost $35,438.00 in salaries, supplies and equipment plus fringe benefits. The reader will note that the fringe benefits are figured here as ten percent of salaries for non-teaching employees.

Table XCIII. Breakdown of the Actual Differential Cost of Business Administration Due to the Presence of Two Language Groups. The Ottawa Board of Education, 1975-1976(a).

Items	Actual Differential Cost
French-Language Advisory Committee:	
Honoraria	$ 14,400.00
Travel and Conferences	1,386.00
Secretarial Services	14,368.00
Fees to French-Language Associations	4,230.00
Premium for Bilingualism	50,304.00
Supplies and Services	17,118.00
Translation Services:	
Salaries	26,762.00
Supplies and Equipment	6,000.00
Fringe Benefits	2,676.00
Total	137,244.00

(a) Fringe benefits are 10% of salaries.

The researchers believe that the actual differential cost within the "Instruction" budget function is made up of the following amounts, which are analyzed further: i.e., $41,400.00 for instructional administration; $105,189.00 for instructional services and programmes; $835,240.00 for expenses at the "school" level, as shown in Table XCII.

The actual differential cost of $41,400.00 for instructional administration represents an additional allocation within the Superintendent of Curriculum's budget for the specific purpose of curriculum development in French-language secondary schools.

The actual differential cost of $105,189.00 for instructional services and programmes is broken down in Table XCIV. It is felt that the salaries and fringe benefits of a Co-ordinator of Adult Education, of two full-time and one half-time consultants constitute an actual differential cost for French-language education because their duties are of direct service to the Francophone teaching personnel.

The actual differential cost for the schools in the amount of $835,240.00 are expenditures made at the school level. They are made up of the following actual differential costs: first, actual Board allocations to the French-language schools; second, the cost for four extra teachers in language classes; and third, the cost of additional staff due to the excess capacity of secondary schools.

Table XCIV. Breakdown of Actual Differential Cost for Instructional Services and Programmes for French-Language Education. The Ottawa Board of Education, 1975-1976(a).

Items	Salaries	Fringe Benefits	Actual Differential Cost
Instruction Services and Programmes:			
Co-ordinator of Adult Education	$ 30,332.00	$ 1,061.00	$ 31,393.00
2 Full-Time Programme Consultants	58,502.00	2,048.00	60,550.00
1 Half-Time Programme Consultant	12,798.00	448.00	13,246.00
Total	101,632.00	3,557.00	105,189.00

(a) Fringe benefits are 3.5% of salaries.

Table XCV gives a breakdown of the actual differential cost of specific allocations provided to six French-language secondary schools by the Ottawa Board of Education during the period extending from July 1, 1975 to June 30, 1976.

The figures in the column under Actual Differential Cost were derived through discussions with Board officers and the study of pertinent and relevant documents.

A psychologist was hired by the Board to work at Cartier Secondary School, which is a special vocational school. Three teachers were employed for remedial reading purposes.

It is felt that in adult or continuing education, there is an actual differential cost of $18,652.00. It appears that five French-language credit classes were duplicated, thus generating an actual differential cost of $7,132.00; and thirty-two non-credit classes were also duplicated, thus creating an actual differential cost of $11,520.00.

The following per student amounts were also provided: $1.49 for the cultural programme; $3.00 for textbooks; $1.80 for library books; and $1.00 for audio-visual supplies.

An amount of $9,335.00 was allocated for the purchases of films and another amount of $5,200.00 to purchase equipment for the remedial reading programme.

The actual differential cost of Board allocations to French-language schools amounts to $161,863.00 as shown in Table XCV.

Table XCV. Breakdown of Actual Differential Cost of Board Allocations to French-Language Schools. The Ottawa Board of Education, 1975-1976.

Items Board Allocations	Salaries and Fringe Benefits	Actual Differential Cost
Personnel:		
1 Psychologist	$ 23,436.00	$ 23,436.00
3 Remedial Reading Teachers	56,280.00	56,280.00
Adult Education	18,652.00	18,652.00
Cultural Programme	--	9,993.00
Learning Materials:		
Textbooks	--	20,176.00
Library Books	--	12,066.00
Audio-Visual Supplies	--	6,725.00
Films	--	9,335.00
Remedial Reading Equipment	--	5,200.00
Total	98,368.00	161,863.00

Table XCVI gives the differential in teacher requirements between language and other academic classes in French-language secondary schools under the jurisdiction of the Ottawa Board of Education in 1975-1976.

The amounts in the column under Number of Teachers Required were derived in the following way through discussions with Board administrators and the study of relevant data.

In the French-language secondary schools, one hundred percent of the students take the courses entitled "English" and "Français".

In the English-language secondary schools, all the students also take "English", but only sixty-five percent of them take "French".

Because the student-teacher ratio for language classes is 22/1 instead of 27/1 as for academic classes, the difference between the sixty-five percent of Anglophones taking "French" and the one hundred percent of Francophones taking "English", creates a differential of more than three teachers required in the French schools. The reader must bear in mind that the researchers' hypothesis is always the following: if all the school population spoke the one and same language.

In other words, if the Francophones did like the Anglophones, the 35%, i.e., 2,347 of the Francophones would not be taking classes in English (i.e., their second language) but in other academic subjects. The fact that the Francophones are in fact all taking the classes in English generates an actual differential cost for 3.3 teachers' salaries and fringe benefits.

In Table XCVI, the figure 2,347 in the column under 35% of the Francophone Enrolment was divided by the respective student-teacher ratio of 22 and 27, thus indicating that 107 language classes are needed while only 87 other academic classes would be needed. As an average of six classes are taught by one teacher, the number of teachers required in the first case is 17.78 and in the second case, 14.48; this explains the differential of 3.3 teachers.

Table XCVII shows the actual differential cost for 3.3 secondary school teachers at approximately $22,000.00 each and receiving fringe benefits at the rate of 3.5%.

Table XCVI. Differential in Teacher Requirements Between Language and Other Academic Classes in French-Language Secondary Schools. The Ottawa Board of Education, 1975-1976.

Items	Francophone Enrolment	35% of Francophone Enrolment	Student-Teacher Ratio	Number of Classes Needed	Classes Per Teacher	Number of Teachers Required
Language Classes	6,705	2,347	22	107	6	17.78
Other Academic Classes	6,705	2,347	27	87	6	14.48
Differential	--	--	--	--	--	3.30

Table XCVII. Breakdown of Actual Differential Cost for 3.3 Extra Teachers Due to the Student-Teacher Ratio for Language Classes. The Ottawa Board of Education, 1975-1976(a).

Items	Salaries	Fringe Benefits	Actual Differential Cost
3.3 Extra Teachers in Language Classes	$ 72,600.00	$ 2,541.00	$ 75,141.00

(a) Fringe benefits are 3.5% of salaries.

Table XCVIII gives a breakdown of the excess student capacity in the Ottawa secondary schools due to the presence of two language groups under the jurisdiction of the Ottawa Board of Education during the period of July 1, 1975 to June 30, 1976.

The figures presented in Table XCVIII as well as in Table XCIX and Table C, were derived through conversations with Board officers and the study of relevant documents.

The figures of Table XCVIII in the column under Rated Accommodation represent the total number of student-places within the secondary schools.

The working capacity figures are 85% of the rated accommodation figures and represent the ideal maximum capacity for regular secondary schools; while the working capacity for special vocational schools is 80% of their rated accommodation.

The figures in the column under Excess Capacity are derived by finding the difference between the working capacity and the actual student enrolment.

The reader will note that in the Ottawa secondary schools, there is a total excess capacity of 3,122 student-places, i.e., equal to two large secondary schools. Therefore, the researchers believe that if, by hypothesis, all the students spoke the same language, two large secondary schools could be closed or might not exist, and the students would be attending other secondary schools.

Table XCVIII. Breakdown of Excess Student Capacity of the Ottawa Secondary Schools Due to the Presence of Two Language Groups. The Ottawa Board of Education, 1975-1976(a).

Items Secondary Schools	Rated Accommotion	Working Capacity	Student Enrolment	Excess Capacity
Regular English Schools	23,440	19,921	17,248	2,673
Regular French Schools	7,525	6,396	5,972	424
Special Vocational Schools (English and French)	3,424	2,739	2,714	25
Total	34,389	29,056	25,934	3,122

(a) The working capacity is 85% of the rated accommodation for regular schools and 80% of the rated accommodation for special vocational schools.

Table XCIX gives a breakdown of the excess capacity actual differential cost for teaching staff in two large extra secondary schools due to the presence of two language groups under the jurisdiction of the Ottawa Board of Education during the period extending from July 1, 1975 to June 30, 1976.

The figures in Table XCIX were derived through discussions with educational officers and the study of relevant information.

The reader will recall the explanations given for Table XCVIII concerning the hypothesis of two surplus secondary schools.

It is believed that the excess student capacity generates an actual differential cost to the Board for teaching staff in the following way.

In each of the two large secondary schools that are considered in excess of what would prevail in a single-language situation, it is felt that the following personnel are supernumerary: one principal, two vice-principals, one chief librarian, plus one-third of twelve department heads; this proportion is used because one-third of a department head's time is devoted to administrative duties. Therefore, two-thirds of the department heads are not considered additional and none of the other teaching staff either.

It is felt that twelve department heads for each of Secondary School A and Secondary School B are equitable figures because most large secondary schools have between twelve and sixteen department heads, one for each main subject.

The actual differential cost for salaries and fringe benefits amounts to $422,342.00 as shown in Table XCIX.

Table XCIX. Breakdown of Excess Capacity Actual Differential Cost for Teaching Staff in Two Extra Schools Due to the Presence of Two Language Groups. The Ottawa Board of Education, 1975-1976(a).

Items	Secondary School A			Secondary School B			Actual Differential Cost
	Number	Salaries	Fringe Benefits	Number	Salaries	Fringe Benefits	
Principal	1	$ 31,170.00	$ 1,091.00	1	$ 31,170.00	$ 1,091.00	$ 64,522.00
Vice-Principal	2	52,860.00	1,850.00	2	52,860.00	1,850.00	109,420.00
Chief Librarian	1	24,000.00	840.00	1	24,000.00	840.00	49,680.00
Department Heads	1/3 of 12	96,000.00	3,360.00	1/3 of 12	96,000.00	3,360.00	198,720.00
Total	8	204,030.00	7,141.00	8	204,030.00	7,141.00	422,342.00

(a) Department heads' salary: $24,000.00. One-third of their time is devoted to administrative duties; therefore $8,000.00 is the proportion used in the column under Salaries for Department Heads. Fringe benefits are 3.5% of salaries.

Table C is a breakdown of the excess capacity actual differential cost for the secretarial services in two surplus secondary schools, i.e., 3,122 student-places, due to the presence of two language groups under the jurisdiction of the Ottawa Board of Education, July 1, 1975 to June 30, 1976.

The figures in Table C were derived through consultation with educational administrators and the study of relevant data.

The reader will recall the remarks made concerning two hypothetical secondary schools considered redundant on account of an excess capacity of 3,122 student-places.

The amount of $51.22 in the column under Cost Per Student in Salaries was derived thus: the Board's statement of expenditures indicates that from July 1, 1975 to June 30, 1976, an approximate amount of $1,347,487.00 was disbursed for secretarial services in the secondary schools (including schools for retarded). This amount divided by their total enrolment (i.e., 25,934 plus 373 equals 26,307) gives an approximate per student cost of $51.22 for school secretarial salaries. The fringe benefits are 10% of the salaries.

The cost per student in the amount of $56.34 (i.e., $51.22 for salaries and $5.12 for fringe benefits), multiplied by the excess student capacity of 3,122 yields an actual differential cost of $175,894.00 for secretarial services in two large hypothetical schools as shown in Table C.

Table CI gives a summary of the actual differential cost for French-language education within the "Instruction" budget function at the Ottawa Board of Education, in the amount of $981,829.00.

Table C. Breakdown of Excess Capacity Actual Differential Cost for Secretarial Services in Two Extra Schools Due to the Presence of Two Language Groups. The Ottawa Board of Education, 1975-1976(a).

Items	Excess	Cost Per Student		Actual
Secretarial Services	Student Capacity	Salaries	Fringe Benefits	Differential Cost
Secondary School A	1,561	$ 51.22	$ 5.12	$ 87,947.00
Secondary School B	1,561	51.22	5.12	87,947.00
Total	3,122	51.22	5.12	175,894.00

(a) Fringe benefits are 10% of salaries. Total salaries for secretarial services $1,347,487.00 divided by the total enrolment (sec. and ret.) 26,307 equals $51.22 per student cost.

Table CI. Summary of the Actual Differential Cost for French-Language Education Within the "Instruction" Budget Function. The Ottawa Board of Education, 1975-1976(a).

Items	Salaries	Fringe Benefits	Supplies and Equipment	Services	Actual Differential Cost
A) Instructional Administration	--	--	--	$ 41,400.00	$ 41,400.00
B) Services and Programmes Co-ordinators/Consultants	$ 101,632.00	$ 3,557.00	--	--	105,189.00
C) Schools					
1- Actual Allocations to French-Language Schools	98,368.00	incl.	$ 53,502.00	9,993.00	161,863.00
2- 3.3 Extra Teachers in Language Classes	72,600.00	2,541.00	--	--	75,141.00
3- Additional Staff Due to Excess Capacity	567,969.00	30,267.00	--	--	598,236.00
Total	840,569.00	36,365.00	53,502.00	51,393.00	981,829.00

(a) The actual differential cost at the "School" level amounts to $835,240.00 Table CI is a summary of Table XCIV to Table C.

Table CII gives a breakdown of the yearly per student cost for plant operation and maintenance of secondary schools and school for retarded operated by the Ottawa Board of Education during the period extending from July 1, 1975 to June 30, 1976.

The figures in Table CII as well as in Table CIII were derived through conversations with educational officers and the study of pertinent and relevant documents.

The amount in the column under Yearly Per Student Cost in Table CII was arrived at by dividing the 1975 September enrolment for secondary schools and schools for retarded into the 1975-1976 expenditures for plant operation and maintenance which is taken from the Board's budget for secondary schools, which includes schools for retarded.

The amount given in Table CIII in the column under Actual Differential Cost for plant operation and maintenance is the product of the yearly per student cost and the excess student capacity.

At this point, the reader will again bear in mind the explanations given previously for Table XCVIII concerning an excess capacity of 3,122 student-places within the Ottawa Board of Education secondary schools due to the presence of two language groups within the system.

The researchers believe that the actual differential cost for plant operation and maintenance during 1975-1976 amounts to $787,462.00 as shown in Table CIII.

Table CII. Breakdown of Yearly Per Student Cost for Plant Operation and Maintenance of Secondary Schools and Schools for Retarded. The Ottawa Board of Education, 1975-1976(a).

Items	1975-1976 Expenditure	September '75 Enrolment	Yearly Per Student Cost
Plant Operation and Maintenance	$ 6,635,402.00	26,307	$ 252.23

(a) The amount in the column under 1975-1976 Expenditure includes expenses for secondary schools and schools for retarded, and 26,307 is the September 1975 enrolment for secondary schools and schools for retarded.

Table CIII. Breakdown of Actual Differential Cost for Plant Operation and Maintenance of Secondary Schools Due to the Presence of Two Language Groups. The Ottawa Board of Education, 1975-1976(a).

Items	Excess Student Capacity	Yearly Per Student Cost	Actual Differential Cost
Plant Operation and Maintenance	3,122	$ 252.23	$ 787,462.00

(a) The figure in the column under Excess Student Capacity is derived in Table XCVII.

Table CIV gives a breakdown of the yearly per student cost for debt charges of secondary schools and school for retarded operated by the Ottawa Board of Education during the period extending from July 1, 1975 to June 30, 1976.

The figures in Table CIV as well as in Table CV were derived through conversations with educational officers and the study of pertinent and relevant documents.

The amount in the column under Yearly Per Student Cost in Table CIV was arrived at by dividing the 1975 September enrolment for secondary schools and schools for retarded into the 1975-1976 expenditures for debt charges which is taken from the Board's budget for secondary schools, which includes schools for retarded.

The amount given in Table CV in the column under Actual Differential Cost for debt charges is the product of the yearly per student cost and the excess student capacity.

At this point, the reader will again bear in mind the explanations given previously for Table XCVIII concerning an excess capacity of 3,122 student-places within the Ottawa Board of Education secondary schools due to the presence of two language groups within the system.

The researchers believe that the actual differential cost for debt charges during 1975-1976 amounts to $535,766.00 as shown in Table CV.

Table CIV. Breakdown of Yearly Per Student Cost for Debt Charges of Secondary Schools and Schools for Retarded. The Ottawa Board of Education, 1975-1976(a).

Items	1975-1976 Expenditure	September '75 Enrolment	Yearly Per Student Cost
Debt Charges	$ 4,514,674.00	26,307	$ 171.61

(a) The amount in the column under 1975-1976 Expenditure includes expenses for secondary schools and schools for retarded; and 26,307 is the September 1975 enrolment for secondary schools and schools for retarded.

Table CV. Breakdown of Actual Differential Cost for Debt Charges of Secondary Schools Due to the Presence of Two Language Groups. The Ottawa Board of Education, 1975-1976(a).

Items	Excess Student Capacity	Yearly Per Student Cost	Actual Differential Cost
Debt Charges	3,122	$ 171.61	$ 535,766.00

(a) The figure in the column under Excess Student Capacity is derived in Table XCVIII.

Table CVI gives a breakdown of the total number of students transported from home to school within the secondary panel (including schools for retarded) of the Ottawa Board of Education during the school year 1975-1976.

The amounts of Table CVI in the column under Total Students Transported are the sum of the figures given in the columns under English Secondary Students, plus French Secondary Students and pupils from schools for retarded.

The figures in Table CVI to Table CX were derived through discussions with educational officers and the study of pertinent and relevant documents.

Table CVII gives the average cost per student transported, i.e., $92.00, for home to school transportation of secondary school students (and retarded) under the jurisdiction of the Ottawa Board of Education in 1975-1976.

The amount in the column under Average Cost Per Student was derived by dividing the total number of students transported (secondary and retarded) into the 1975-1976 expenditure for home to school transportation within the secondary panel (including schools for retarded).

Table CVI. Breakdown of Home to School Transportation of Students in Secondary Schools and Schools for Retarded. The Ottawa Board of Education, 1975-1976.

Items	English Secondary Students	French Secondary Students	Secondary Sub-total	Schools For Retarded	Total Students Transported
Students Issued Bus Tickets	3,857	2,178	(6,035)	--	6,035
Students on O.B.E. or Contract Bus	245	13	(258)	161	419
Total	4,102	2,191	(6,293)	161	6,454

Table CVII. Breakdown of the Average Cost Per Student Transported for Home to School Transportation of Secondary School Students. The Ottawa Board of Education, 1975-1976.

Items	1975-1976 Expenditure	Total Students Transported	Average Cost Per Student Transported
Home to School Transportation	$ 593,682.00	6,454	$ 92.00

Table CVIII compares the home to school transportation ratio of English-speaking students to that of the French-speaking students during the academic year 1975-1976.

The figures in the column under Transportation Ratio were derived by dividing the number of students transported by the number of students enrolled.

The reader will note that while 32.68% of the French-speaking students are bused to school, only 21.33% of the English-speaking students are transported to school.

Assuming that all secondary school students spoke the same language, for instance English, the researchers believe that the situation illustrated in Table CIX would prevail. It gives a breakdown of the home to school transportation differential of the actual French-speaking students in a hypothetical unilingual set-up.

The figures in Table CIX in the column under Students Transported indicate the following: at the present time, out of 6,705 French-speaking students, 32.68% of them, i.e., 2,191, are bused to school. If the assumption is made that all the secondary schools were English, then the researchers believe that the transportation ratio for English-speaking students would apply, i.e., 21.33% instead of 32.68% as shown in Table CVIII.

In this case, only 1,430 of the present French-speaking students, i.e., 21.33% of 6,705, would require transportation.

This assumption creates a transportation differential of 761 as shown in the column under Students Transported in Table CIX. It is felt that 761 among the actual Francophone students would not require bus

transportation in the hypothetical unilingual set-up.

Therefore, the researchers believe that the present situation generates an actual differential cost to the Board for home to school transportation of Francophone students in the amount of $70,012.00 as shown in Table CX.

Table CVIII. Comparison of the Home to School Transportation Ratio of the English-Speaking and the French-Speaking Secondary School Students. The Ottawa Board of Education, 1975-1976.

Items	Secondary Students Transported	Secondary Students Enrolled	Transportation Ratio
Home to School Transportation:			
a) French-Speaking Students	2,191	6,705	32.68%
b) English-Speaking Students	4,102	19,229	21.33%
Total	6,293	25,934	--

Table CIX. Home to School Transportation Differential of Actual French-Speaking Secondary School Students in a Hypothetical Unilingual Set-Up. The Ottawa Board of Education, 1975-1976.

Items	French-Speaking Student Enrolment	Transportation Ratio	Students Transported
Actual Transportation	6,705	32.68%	2,191
Hypothetical Transportation	6,705	21.37%	1,430
Differential	--	11.35%	761

Table CX. Breakdown of Actual Differential Cost for Home to School Transportation of Secondary School Students Due to the Presence of Two Language Groups. The Ottawa Board of Education, 1975-1976.

Items	Hypothetical Transportation Differential	Average Cost Per Student Transported	Actual Differential Cost
Home to School Transportation of Francophone Students	761	$ 92.00	$ 70,012.00

In addition to the actual differential cost associated with the items of Table XCII, there is also an estimated differential cost which must be taken into account and which is presented in Table CXI.

The figures in Table CXI were derived through conversations with Board officers, professional colleagues and the study of pertinent and relevant documents, particularly minutes of the meetings of the French-Language Advisory Committee as well as their recommendations and those of the Director of Education concerning the needs of French-language students.

The researchers believe that the total estimated differential cost of French-language education for the Ottawa Board of Education for the academic year amounts to $473,713.00 as shown in Table CXI.

The estimated differential costs for the divisions within the "Instruction" budget function are broken down in Table CXI-a and Table CXI-b.

No estimated differential cost is shown for business administration; it is felt that the minimum services required for translation services, i.e., a full-time translator, a full-time secretary plus basic supplies and equipment, are already provided by the Board.

In the field of instructional administration, there are, at the present time, besides the Director of Education, the Assistant Director, and eight superintendents working for the Board; two of these superintendents are bilingual and their services benefit the entire Board, thus allowing them to devote only part of their time to French-language secondary schools.

Therefore, the researchers believe that a Board having 6,705 French-speaking students under its jurisdiction should have at least one

educational supervisory officer, i.e., superintendent, dedicated full-time to French-language schools. To arrive at this conclusion, the following basis was used: Table IV showing a ratio of 3,680 pupils for every educational supervisory officer within large- and medium-size Separate School Boards in Ontario during 1975-1976. The educational supervisory officers of the Ottawa Board of Education are responsible for approximately 47,000 pupils, i.e., a ratio of 4,700 to one.

The estimated differential cost for one educational supervisory officer, i.e., superintendent, is approximately $36,500.00, as shown in Table CXI-a.

In the field of instructional services and programmes, it is felt that there is a need for one co-ordinator or consultant for approximately 800 students. This conclusion was reached through consultation with educational officers and other professional colleagues. This average seems to be a sound operational figure; it is not necessarily ideal but it is considered desirable and practical.

The enrolment of 6,705 French-speaking students could theoretically justify the presence of eight and one-half co-ordinators. As the researchers believe that the Board already has an actual differential cost for 3.5 co-ordinators as shown in Table XCIV, there is an estimated differential cost of $137,500.00 for five additional co-ordinators and/or consultants, shown in Table CXI-a.

Therefore, the estimated differential cost for instructional administration, services and programmes for French-language education during 1975-1976 amounts to $174,000.00 as shown in Table CXI-a.

Table CXI-B gives a breakdown of the estimated differential cost of learning materials for French-language education in the secondary schools under the jurisdiction of the Ottawa Board of Education for the academic year 1975-1976.

The reader will note that the explanations for the figures in the column under Estimated Differential Cost Per Student Per Year are given in Chapter II of this Report: Availability and Costs of Textbooks, Library Books and Other Learning Materials.

The amounts in the column under Estimated Differential Cost were derived by multiplying the amounts given as the estimated differential cost per student per year by the number of Francophone secondary school students educated by the present Board.

The estimated differential cost of learning materials needed for the "Instruction" of French-language students in the secondary schools of the Ottawa Board of Education amounts to $299,713.00 as shown in Table CXI-b.

The total differential cost, i.e., actual and estimated, for French-language instruction comes to $2,986,026.00 ($2,512,313.00 + $473,713.00)*.

See Tables XCII and CXI.

Table CXI. Summary of the Estimated Differential Cost of French-Language Education. The Ottawa Board of Education, 1975-1976.

Items	Estimated Differential Costs		Total Actual Differential Cost
	Extraordinary Expenditures	Ordinary Expenditures	
I Business Administration	--	--	--
II Instruction:			
A) Instructional Administration	--	$ 36,500.00	$ 36,500.00
B) Services and Programmes	--	137,500.00	137,500.00
C) Schools	--	299,713.00	299,713.00
III Plant Operation and Maintenance	--	--	--
IV Other Operating Expenditures	--	--	--
V Debt Charges	--	--	--
VI Student Transportation	--	--	--
Sub-total	--	473,713.00	--
Total	--	--	473,713.00

Table CXI-a. Breakdown of Estimated Differential Cost of Instructional Administration, Services and Programmes for French-Language Education. The Ottawa Board of Education, 1975-1976.

Items	Average Salaries	Estimated Differential Cost
Instructional Administration:		
1 Educational Supervisory Officer (Superintendent)	$36,500.00	$ 36,500.00
Services and Programmes:		
5 Co-ordinators and/or Consultants	27,500.00	137,500.00
Total	--	174,000.00

Table CXI-b. Breakdown of Estimated Differential Cost of Learning Materials for French-Language Education in the Secondary Schools. The Ottawa Board of Education, 1975-1976(a).

Items Learning Materials for Secondary Schools	Estimated Differential Cost Per Student Per Year	Number of Francophone Students	Estimated Differential Cost
Textbooks	$ 10.87	6,705	$ 72,883.00
Library:			
a) Books	25.40	6,705	170,307.00
b) Other Operating Expenditures	0.43	6,705	2,883.00
Other Learning Materials	8.00	6,705	53,640.00
Total	44.70	--	299,713.00

(a) The figures in the column under Estimated Differential Cost Per Student Per Year have been taken from Chapter II of the Report: Availability and Costs of Textbooks, Library Books and Other Learning Materials.

2 Availability and Costs of Textbooks, Library Books and Other Learning Materials

Introduction:

This section of the report on the availability and the costs of textbooks, library books and other learning materials is based upon the following:

1) ministerial publications such as Circular 14, Circular 15, Catalogue of Films, etc.;
2) briefs prepared by French-language educators of the province dealing with various situations and needs of the French-language schools;
3) a survey conducted by the Cultural Division of Statistics Canada entitled Survey of Centralized School Libraries and Board Resource/Services (1974-1975);
4) a province-wide survey on the needs of the French-language schools conducted in 1975 by the Association des Enseignants Franco-Ontariens (A.E.F.O.);
5) publications by the Canadian School Library Association and the American Library Association;
6) interviews with French-language educators.

The data contained in the tables used in our research establish comparative situations. From an analysis of these situations, we have arrived at certain findings regarding the comparative availability and the costs of the teaching aids. Where pertinent, comments and recommendations are offered.

Ideally speaking, parity of teaching aids and services in the French-language schools with the situation existing in the English-language schools is an objective to be achieved. In the estimation of some people, however, such an objective would lack realism. One could argue that there are services to be offered to the French-language schools where parity with their English-language counterparts is neither desirable nor feasible. For instance, we question the desirability and feasibility of numerical parity in the field of textbooks. On the other hand, we are of the opinion that, in certain areas of teaching aids, more than parity is necessary. These considerations will become self-evident in the course of this report.

Three categories of differential costs can be calculated with respect to teaching aids:

1) Actual costs based on factual and documented information derived from an analysis of the tables.
2) Estimated costs based on personal estimation of costs which would be incurred to improve the existing situation in view of achieving quality education.

   Example: the costs involved in preparing textbooks, guidelines, etc., to gradually reach a desirable goal.
3) "Hidden" costs such as the time spent by teachers in finding or creating, preparing and photocopying material which is available in the English-language schools but not in French-language schools and the time devoted by librarians processing French-language books.

In the pages that follow, the researchers have attempted to present only the actual differential costs plus some very conservative estimated costs. They are however strongly aware that due to "hidden costs" the differential costs should be considered as minimal.

Availability of Textbooks:

It is considered worthwhile to compare the availability of textbooks for both the Francophones and Anglophones in the various disciplines taught in the Province's public and separate schools. From this comparison, presented in Tables CXII to CXVII, one can easily deduce the extreme need for textbooks in schools where French is the language of instruction and infer substantial additional costs if equal opportunity is to obtain in French schools. Even though modern education has been invaded by a highly sophisticated technology, the textbook still remains the working tool par excellence.

These tables do not suggest that numerical equality should be aimed at, and that for obvious reasons. For instance, although the tables show us that 384 textbooks are available to teach English as a first language, no one would expect an equal availability for French-language schools since English is taught as a second language. What does, however, strike the researchers, is the small amount of textbooks, 136, that are available for the teaching of French as a first language, compared to 384 to teach English as the mother tongue.

One must also note the present absence of French-speaking pupils studying certain options at the secondary school level (viz. Modern Languages, except Spanish, Agriculture, Social Sciences such

Table CXII. Availability of Textbooks for the Primary Division According to Circular 14 (1976).

Subject	Schools	
	French	English
Anglais (2nd Language)	5	0
English (1st Language)	0	158
Français (1st Language)	21	0
Mathematics	4	13
Music	3	7
Physical and Health Education	2	0
Science	4	5
Social Studies	0	16
Total	39	199

Table CXIII. Availability of Textbooks for the Junior Division According to Circular 14 (1976).

Subject	Schools	
	French	English
Anglais (2nd Language)	3	0
English (1st Language)	0	121
Français	42	0
Mathematics	8	41
Music	5	21
Physical and Health Education	4	0
Science	14	44
Screen Education	0	1
Social Studies	15	140
Total	91	368

Table CXIV. Availability of Textbooks for the Intermediate Division According to Circular 14 (1976).

Subject	Schools	
	French	English
Anglais (2nd Language)	1	0
Business Studies	7	26
Consumer Studies	1	6
Dramatic Arts	0	2
English	0	84
Environmental Science	1	10
Français	58	--
French	--	32
Geography	23	134
Guidance	0	21
History	8	167
Home Economics	2	10
Informatics	2	4
Latin and Greek	2	8
Mathematics	16	54
Modern Languages	0	32
Music	6	23
Health and Physical Education	2	12
Science	13	46
Screen Education	0	1
Technological Studies	7	37
Total	149	709

Table CXV. Availability of Textbooks for the Senior Division According to Circular 14 (1976).

Subject	Schools	
	French	English
Business Studies	16	72
Dramatic Arts	0	3
Economics	0	1
English	--	18
Environmental Science	2	7
French	--	13
Français	13	--
Geography	9	60
Guidance	0	14
History	6	68
Home Economics	1	6
Informatics	3	1
Latin and Greek	2	9
Law	0	7
Man in Society	2	36
Man, Science and Technology	0	4
Mathematics	4	25
Modern Language	0	49
Music	2	6
People and Politics	1	13
Physical and Health Education	0	6
Science	13	27
Screen Education	0	1
Man and Space	0	1
Technological Studies	6	19
Urban Studies	0	23
Total	80	489

Table CXVI. Availability of Textbooks for the Honours Programme According to Circular 14 (1976).

Subject	Schools	
	French	English
Business Studies	2	7
Economics	1	7
English	0	3
Français	2	0
French	0	6
Geography	1	26
History	8	107
Home Economics	0	7
Latin and Greek	0	2
Mathematics	1	8
Modern Languages	0	28
Music	1	4
Science	19	15
Total	35	220

Table CXVII. Summary of the Availability of Textbooks for All Divisions According to Circular 14 (1976) (a).

Division	Schools	
	French	English
Primary	39	199
Junior	91	368
Intermediate	149	709
Senior	80	489
Honours Programme	35	220
Total	394	1985

(a) A few titles appear in more than one division.

as Dietary Supervisors, Nursing Assistants and Fashion Arts, and World Politics). Furthermore, the present small number of French-speaking pupils enrolled in other subjects (*) such as:

Data processing	23
Graphic Arts	15
Industrial Physics	11
Nursing School and Child Care	10

normally increases the disparity in the present availability of textbooks.

In examining Tables CXII to CXVII, one cannot but notice the total absence of textbooks in Dramatic Arts, Guidance, Modern Languages, Economics, Law, Physical and Health Education, Man and Space, Urban Studies and Social Studies, and Written French in the Primary Division. Unfortunately, there are only 8 textbooks for the teaching of English as a second language (5 in the Primary Division and 3 in the Junior Division).

With respect to culture-related subjects, the situation is quite lamentable when one notes that for Music, only 17 textbooks are available for French instruction compared to 61 in English; that for Social Studies (Primary and Junior Divisions), only 15 textbooks are available in French compared to 156 in English and that in History 22 textbooks are available in French compared to 342 in English.

An exhaustive study of all subjects in the various divisions has led us to the conclusion that the needs of the French-language schools

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*Ministry of Education publications: Enrolment by Subjects and Guidelines in Secondary Schools, July 1976.

would be adequately served by doubling the number of textbooks presently approved. Therefore the target of 800 seems realistic.

Three conclusions can be drawn concerning the availability of French-language textbooks:

a) the limited number of textbooks available for the teaching of French as a first language is a serious handicap for both the pupils and teachers;

b) the use of textbooks to teach English as a second language to Francophone pupils by means of textbooks designed to teach English as a first language to English-language pupils is far from satisfactory, especially in the junior grades. For instance, teaching English reading to grade 3 French-speaking pupils from a grade 1 interest level reader is pedagogically unsound;

c) the necessity of teaching a subject in French using an English-language textbook adds a difficulty for both teachers and pupils. This difficulty is further aggravated when a third language has to be taught through the medium of a second language, namely Spanish.

Cost of Textbooks, Elementary Programme:

One does not have to have much experience in the area of textbooks to realize how much more expensive French textbooks are in comparison to English textbooks. To calculate the differential costs of French textbooks, the researchers made a page count of all textbooks in a particular subject for both English and French schools. To illustrate, let us say that in the elementary schools all textbooks used to teach French as a first language comprise 14,256 pages. The total price for these textbooks is $306.32. Per hundred pages the price is $2.15. In schools where English is the language of instruction, the total number of pages of all textbooks used to teach the mother tongue, or first language, is 51,429. The total cost is $966.87. Per hundred pages the cost is $1.88. There is a difference of $0.27 or, percentage-wise, it costs 14.4% more in French-language schools. The researchers calculated the difference between the cost of English and French textbooks for practically all the subjects taught in the elementary schools. These data are presented in Table CXVIII.

Using the data obtained from two Boards with the largest French-speaking student population, the Ottawa Roman Catholic Separate School Board and the Sudbury Roman Catholic Separate School Board, the researchers were able to determine the actual and differential costs of textbooks. Table CXIX presents the costs of textbooks used by French-language schools of Sudbury and Ottawa (elementary). From Table CXIX, it is seen that the average cost amounts to $314.09. If one now refers back to the differential costs (percentages) presented in Table CXVIII, one can establish a comparison between the actual costs of textbooks per

Table CXVIII. Average Cost of Textbooks by Subjects (Elementary Schools).

Subject		Elementary Programmes			Differential Costs	
		Total Pages	Cost	Cost/100	$	%
French		14,256	$306.32	$2.15	$0.27	14.4
English		51,429	966.87	1.88		
Mathematics -						
	French	7,455	108.87	1.46		
	English	20,229	333.15	1.65	0.19	13.(a)
Science -						
	French	4,013	109.64	2.73	0.21	8.
	English	8,511	214.73	2.52		
Environment -						
	French	4,397	127.60	2.90	0.48	19.8
	English	30,659	741.91	2.42		
Hygiene -						
	French	414	10.00	2.48	0.57	30.
	English	1,036	19.84	1.91		
Music -						
	French	806	22.20	2.75	0.23	9.5
	English	5,188	125.64	2.42		
Industrial Arts -	French	802	45.52	5.68	3.00	112.
	English	3,920	105.12	2.68		
Home Economics -	French	341	8.98	2.63	.038	14.5
	English	770	17.30	2.25		

(a)Interestingly enough, the differential cost is reversed in the case of mathematics textbooks.

Table CXIX. Average Cost of Textbooks Used by the French-Language Elementary Schools of Sudbury and Ottawa(a).

Subject (1)	Comparative Costs of Textbooks		Average(c) (4)	% of Total Cost (5)
	Sudbury(b) (2)	Ottawa(b) (3)		
Français	$ 75.48	$ 108.51	$ 92.00	29.30
Anglais	45.80	62.53	54.16	17.25
Mathematics	54.55	36.44	44.95	14.30
Sciences	47.32	11.22	29.22	9.30
Environment(d)	63.37	50.05	56.71	18.06
Hygiene	32.14	12.08	22.11	7.04
Music	15.35	--	7.68	2.40
Industrial Arts	3.95	--	1.98	.63
Home Economics	10.36	--	5.38	1.65
Total	348.33	280.83	314.09	99.93

(a) The enrolment at the schools of these two boards represents approximately 1/3 of the total provincial enrolment.

(b) Costs incurred by the Board during a year for all textbooks used from kindergarten to grade 8 to teach the subjects in column 1.

(c) If these two school boards represent a reasonable range within which the small boards fit in, the average costs of textbooks by subject matter for any one year from kindergarten to grade 8 would be as indicated in column 4.

(d) Environment includes Social Studies, History and Geography.

pupil by subjects for French and English Schools.

Table CXX presents this comparison and shows a differential of $93.73.

"...assuming that about one-third of the textbooks must be written off annually as unserviceable" (Circular 14, p. 3), the annual surplus cost of French-language textbooks per pupil is:

$$\frac{\$93.73}{3} = \$31.24$$

To this amount could be added $40.15 for textbooks used for religious instruction:

$$\frac{\$40.15}{3} = \$13.38$$

Adding both these sums:

$$\begin{array}{r} \$31.24 \\ 13.38 \\ \hline 44.62 \end{array}$$

and dividing the total by 8 (normal time spent in elementary school):

$$\frac{\$44.62}{8}$$

a differential cost of $5.58 is obtained.

If one considers that there are approximately 77,768 students registered in French-language schools or units, one can estimate the real differential cost for French-language textbooks to be $433,945

$$\begin{array}{r} 77,768 \\ \times 5.58 \\ \hline 433,945 \end{array}$$

This cost will inrease gradually as more textbooks become available so that it is estimated that it will be approximately $8.00 once the above

Table CXX. Comparison of Actual Cost of Textbooks Per Pupil in French and English Schools Based upon Percentages Given in Table CXVIII.

Subject (1)	Actual Cost of Textbooks — Schools: French(a) (2)	English(b) (3)
Français	$ 92.00	--
Anglais/English	54.16	$ 61.66
Mathematics	44.95	58.43 (+13%)
Science	29.22	26.89 (- 8%)
Environment	56.71	45.42 (-19.8%)
Hygiene	22.11	15.48 (-30.0%)
Music	7.68	6.95 (- 9.5%)
Industrial Arts	1.98	.93(-112.0%)
Home Economics	5.38	4.60 (-14.5%)
Total	$314.09	$220.36
Differential		$93.73

(a) Figures in column 2 come from Table CXIX.

(b) Percentages in column 3 are taken from Table CXVIII and indicate how much less (except for mathematics) English books cost compared to French Textbooks.

mentioned target of 800 available French-language textbooks has been achieved. Therefore the estimated differential cost would be

$622,144.00

77,768

x 8.00

$ 622,144.00

The researchers felt that any recommendation that might be made relative to reaching the target of 800 textbooks can only be made by the Ministry. They do, however, realize that filling such a gap is a very costly endeavour which could reach a million dollars spread over several years.

Cost of Textbooks, Secondary Schools:

To illustrate the differential cost of French textbooks in secondary schools Tables CXXI and CXXII are presented here for examination. These tables, and others that are similar in this report, must always be considered as illustrations representing as closely as possible an existing situation and allowing for generalizations of a relative nature.

In Table CXXI an analysis is made of the comparative cost of textbooks in selected areas of study pursued at four different levels in English and French secondary schools. According to Table CXXI, when two similar programmes, one in a French secondary school, the other in an English secondary school, are compared throughout grades nine to twelve, the cost per pupil in the French instructional units is $130.45 or 58.9% more than the cost per pupil in English-language secondary schools. On a yearly basis, the differential cost is theoretically $32.61 ($130.45÷4).

Since the lifespan of textbooks is three years, the real differential per year becomes $10.87 ($32.61 ÷ 3).

To calculate the yearly differential cost, one must consider:

a) 21,400 students registered in French-language schools;

b) 9,500 students registered in so-called bilingual schools where an average of 4 credits in French instruction are being taken.

Thus:	21,400 x $10.87	$232,618.00
	9,500 x ($10.87)(4/5)	82,612.00
	for a yearly total of	315,230.00

This figure of $315,230.00 represents a conservative estimate of the real differential cost. Assuming an adequate number of French textbooks, the estimated differential cost would be $13.00 per pupil and therefore on a yearly basis with the present pupil registrcation, i.e., 21,400 and 9,500, would be $377,100.00 obtained as follows:

21,400 x 13	$278,200.00
9,500 x (13 (4/5)	98,800.00
Total	377,000.00

This penury of textbooks, especially at the secondary school level, has been, since the establishment of these schools, a matter of grave concern for school administrators, principals, teachers, and parents. This situation adds an extra burden on the teachers who have to spend a considerable amount of time looking for material, preparing the French vocabulary and photocopying thousands of sheets a year in various subjects. Therefore, the quality of teaching is bound to be lower and the cost higher.

Hoping to get an even better idea of the real differential cost associated with French textbooks, the authors selected two secondary schools of similar size and comparable educational programmes, one French and one English, under the jurisdiction of the same Board, and compared the total textbook cost per pupil registered in each case. The cost was $85,007.45 for the French school compared to $60,403.70 for the English school. On the per-student basis, the cost was $68.22 and $50.97 for the French and English schools respectively, yielding a differential for French textbooks of $17.25 or 34%. This information may be examined on Table CXXII.

Table CXXI. Comparative Cost of Textbooks in Selected Areas of Study Pursued at Four Different Levels in French and English Secondary Schools.

Level	Subject	Schools	
		French	English
Year 1 (advanced)	English	$ 11.70	$ 12.75
	French/Français	20.75	4.15
	Mathematics	6.30	6.25
	Geography	16.15	9.70
	History	3.95	4.50
	Typing	18.95	10.90
	Science	6.95	4.50
	Physical Education	--	--
Year 2 (advanced)	English	10.90	10.85
	French/Français	17.90	4.35
	Mathematics	6.30	6.30
	Geography	17.85	11.50
	History	7.75	7.50
	Typing	16.95	8.90
	Science	4.50	4.50
	Physical Education	--	--
Year 3 (advanced)	English	14.15	15.95
	French/Français	17.45	5.15
	Mathematics	5.70	5.70
	Geography	17.85	10.50
	History	4.95	4.95
	Office Practice	24.60	10.70
	Physics	5.70	5.70
Year 4 (advanced)	English	14.70	17.30
	French/Français	2[illegible]00	5.15
	Mathematics	.25	7.25
	Geography	21.20	14.35
	History	5.95	7.25
	Office Practice	24.80	10.90
Total		$351.70	$221.25
Differential Cost Per Student		$130.45 or 58.9%	

Table CXXII. Comparison of the Total Cost of Textbooks Per Pupil Registered in Two Secondary Schools, One French and One English, with Similar Educational Programmes and of Similar Size.

Subject	Secondary Schools	
	French N: 1246	English N: 1185
Arts	$ 1,317.60	$ 963.00
Dramatic Arts	408.00	494.00
Commercial Subjects	6,885.75	5,682.00
Français	23,933.70	
English	15,016.55	15,739.35
Greek		38.00
French		5,076.50
German		774.00
Spanish	1,278.80	
Geography	5,307.85	5,682.95
History	5,077.40	3,597.05
Home Economics	916.25	944.80
Mathematics	8,389.65	6,890.55
Music	546.00	576.50
Sciences	10,476.90	7,611.70
Human Sciences	156.00	
Physical Education	1,185.00	885.00
Technical	4,112.00	4,218.30
Total	85,007.45	60,403.70
Cost Per Student	68.22	50.97
Differential		$17.25 or 34%

In the preceding pages, the authors emphasized the rather general nature of the textbook problem relative to availability and costs. It is felt that a more specific development relative to several curricular areas would be within the scope of the present study. The comments that follow with respect to specific curricular areas are made to suggest serious deficiencies that quality education cannot tolerate. Hidden costs also frequently come to light when considering the curricular areas separately. What follows, although reported by one secondary school, must again be considered as an illustration representing very closely the actual situation in the province's French-language secondary schools. There are variations from one school to another but our survey seems to indicate little variance.

Commercial Subjects:

This department must aim at making its students fluently bilingual both orally and in writing before they leave school. One of the higher costs of this department is therefore the need of textbooks, learning materials and class sets in both languages. Henceforth the cost for operating this programme is practically double those incurred by an English programme.

One major cost in the Commercial department is the large amount of material reproduction due to shortage of French textbooks adapted to the Franco-Ontarian situation and the Canadian business world. In some

instances, we have been informed, the number of copies run off a photo-copier yearly is estimated at 25,000 while more than 60,000 sheets for exercises and varied materials are also run off on the ditto machine.

English Department:

In most French-language schools the English department offers two types of programmes: English for the students who are mastering the language fairly well and Anglais for the students who need more work in the basics of English communication.

The English programme needs a wide variety of literature work as well as grammar and composition texts.

The Anglais programme must make use of a wide variety of learning materials to complement the oral and written aspects of the programme.

If the Anglais programmes were equipped only half as well as the French second-language programme in terms of textbooks and technological aids, such as language labs, etc., the costs incurred would probably triple the actual costs.

Family Sciences:

This programme has very few French teaching aids at its disposal. The present situation is as follows:

- Family Studies - #73-74/3039 published in 1973 - no available French text or film in Ministry bibliography.
- Fashion Arts, 1967 R.P. 54 - no available textbook.
- Home Economics - 1964 R.P. 5.6 - one reference series suggested: Le Costume, Tome I, II, III, IV, V, Flammarion.

Circular 14 lists 3 French texts out of 19 books for Home Economics and Family Studies:

La couture	$ 3.96
Education familiale	10.36
L'alimentation	8.50

It is impossible at the moment to use to any extent other teaching techniques but the oral presentation approach. To reduce the textbook problem, schools must reproduce on photocopiers or on dittos vast amounts of material. All this suggests hidden costs and begs for improvement by way of effective pedagogical aids.

Français Department:

The Français department operates along the line of an English department in an English-language high school. Several textbooks are required per student as well as class sets of dictionaries, grammar books, reference books and workbooks. A large collection of reference material is also needed for students in higher grades and for teachers. The high costs of French texts and materials imposes great strains on any school's budget. A comparison on textbook needs with a class of French as a second language would point to much higher costs in the teaching of Français.

Geography Department:

The availability of textbooks and teaching aids in this curricular area is limited. Furthermore, many texts on the market have limited applicability for the French-Ontarian Geography programmes.

In most schools, teaching is based on large quantities of photocopied materials serving as documents for study; exercise sheets are also prepared in large quantities.

History Department:

In grade 9, no French text is available for the Canadian Studies course. Teaching is based on class sets and plenty of photocopied material.

In grade 10, the only approved text, Le Canada au XXe siècle by Frère Léon, is seriously outdated and all French History teachers of the province have requested it be replaced. Teaching again is done from class sets and photocopied material.

There is no textbook for Man in Society, grades 11 and 12. Course content is taken out of class sets and large amounts of photocopied material, mostly from magazines and newspapers to which a department must subscribe.

Comparisons of cost between French and English class sets and reference materials can be made from the following list:

French Textbooks		English Textbooks	
Atlas du monde contemporain	$8.95		
Atlas général Holt	5.56	Aldine World Atlas	$2.95
Atlas Larousse canadien	8.95		
Le dernier mille et le rêve insensé, P. Berton	9.00	The Last Spike, The National Dream, P. Berton	4.95

Music:

Practically all the teaching aids for Theory and Appreciation, Vocal Music, and Instrumental Music, are locally prepared and photocopied, mimeographed or dittoed. No textbooks in French have been found appropriate. Quality teaching is difficult under such conditions. Because music is such a culture-related subject, it is quite unfortunate

that French aids are not available.

Mathematics Department:

There seems to be a growing dissatisfaction with the very few Mathematics textbooks available in French. As a consequence, mimeographed material is extensively used in grade nine while English textbooks are being used in grades ten, eleven, twelve, and thirteen.

Science Department:

Higher costs of French texts are illustrated in the following comparisons:

	French		English	
Grade 9 -	Botanique, J.C. Caron et al., Centre éducatif et culturel	$ 6.00	Methods of Science 3, Methods of Science 4, Brackenborough, Clarke Irwin Co.	$ 9.00
	Zoologie, J.C. Caron et al., Centre éducatif et culturel	6.00		
Grade 10	Initiation aux Sciences Physiques, Equipes I.P.S. Institut de Recherches Pédagogiques	7.00	Introductory Physical Science, I.P.S. group	3.88
	Physiques Explorations scientifiques Explorations scientifiques II	19.00	Methods of Science 3 Methods of Science 4 Brackenborough, Clarke Irwin Co.	9.00
Grade 11	La physique en classe-laboratoire	27.00	Physics - A Human Endeavour, D. Paul et al., Holt	11.23
Grade 12	Eléments de Chimie Moderne, J.P. Gravel et Madras, McGraw-Hill	7.60	The Outlines of Chemistry, McBryde, Clarke Irwin Co.	4.77
Grade 13	Physique - P.S.S.C. U.H. Schaim, Centre éducatif et culturel	11.16	Physics - P.S.S.C. P.S.S.C., Heath	7.95

	French		English	
Grade 13	La Chimie: expériences et principes, P.R. O'Connor et al., Centre éducatif et culturel	$10.36	Chemistry: Experiments and Principles, P.R. O'Connor, Heath	$ 7.95
Grade 13	Biologie: des molécules à l'homme, J.L. Tremblay, Leméac	12.95	Biological Science: Molecules to Man, Houghton, B.S.C.S.	11.40

There are few available French-language audio-visual teaching aids in Science. Good equipment, materials and time are necessary for the development of such aids.

Cost of Library Books, Elementary Schools:

In consultation with school librarians and based on various orders of thousands of French-language books and English-language books,it was possible to arrive at the following conclusion: the average cost of a processed English-language book is $4.00 against $8.00 for a French-language book. This differential cost is caused by the limited market for French books, the high cost of transportation of books published in France, Belgium, or Switzerland. In addition, an inferior quality of the binding of French books leads to further expenses since the librarian must spend time and money processing them before they are put into circulation. Another important factor in the cost of French books is the fact that they have only 1/2 or 1/3 the lifespan of English books.

The English-language school libraries can purchase almost all their books duly catalogued and processed. This means that its books,upon arrival, are ready to be put on shelves and that they already have a call number, card sets and book covers, if necessary. It is estimated that

this means a saving of between one-half hour to one hour of work per book. This time could be put to a more profitable use such as helping students and teachers in their research. This situation is another striking example of hidden costs that should be added to the differential costs.

Numerous examples of differential costs of series of library books could be given. A series of English books published by Grün sells for $4.95 per unit; the same book published in French sells for $11.95 per unit. Two very popular series of library books, one at the primary level, the other at the junior and intermediate levels, will yield the following differences:

The Golden Books	$ .59
Les Livres d'or	1.95
The Hardy Boys, solidly bound	1.95
The French counterpart, Les Michel, with a poor quality of paper and poor binding	2.46

A more detailed analysis of library books for French-language schools is presented in Table CXXIII.

Costs of Library Books, Secondary Schools:

While in 1975-1976 it was generally agreed by librarians that the average cost per processed English-language book was $8.16, the cost for a French-language book (not always processed) was $10.43.

With this in mind, the data presented in Table CXXIV will bear out the differential cost for French-language schools.

Table CXXIII. Differential Cost of Library Books in French Elementary Schools.

Description		Costs
Actual cost of an English library book		$ 4.00
Actual cost of a French-language book	$8.00 x 2	16.00
It is estimated that in the French-language schools there should be 1/3 as many English books as in English schools	4.00 x 1/3	1.33
Total yearly cost of French-language books per pupil	16.00 + 1.33	17.33
Differential cost	17.33 - 4.00	13.33
Actual yearly additional cost	77,768 pupils x 13.33	1,036,647.44

Table CXXIV. Differential Cost of Library Books in French Secondary Schools.

Description		Costs
2 English books per student	$8.16 x 2	$16.32
For French-speaking students:		
French books	10.43 x 2	20.86
English books	8.16 x 1	8.16
Total yearly cost for French-speaking pupil	20.86 + 8.16	29.02
Differential cost for French-language pupil	29.02 - 16.32	12.70

However, since the lifespan of the French-language books is estimated at half the time of the English-language books, the actual differential cost becomes:

$12.70 x 2 = $25.40

This figure multiplied by the number of students registered in French-language schools and units will yield the annual differential cost of French-language library books:

30,900 x $25.40 = $784,860.00

To illustrate this differential with reference to concrete examples, it is worth noting the following list.

The Keys of the Kingdom (Bantam) paperback edition	$ .95
Les clés du royaume paperback edition	1.40
The Caine Mutiny (Dell) paperback edition	.95

Ouragan sur D.M.S. "Caine" (Calmann-Lévy) paperback edition	$ 1.65
The Road Past Altamont (McClelland) novel by a French-Canadian author, soft cover edition	2.50
La route d'Altamont (H.M.H.) soft cover edition	2.95
Two Solitudes (Macmillan) paperback edition	1.70
Deux solitudes (Spas) soft cover edition	7.60

To further identify the additional costs incurred by the purchasing of French-language library books for elementary and secondary schools, one could consult the survey conducted by Statistics Canada, entitled Survey of Centralized School Libraries and Board Resource/Service Centres, 1974-1975.

Estimated Library Costs, Elementary Schools:

According to the Canadian School Library Association, school libraries should have on their staff one clerk for every 500 pupils. The publication entitled "Media Programs (1975)" by the American Association of School Librarians stated on page 35: "Each school with an enrolment of 250 needs a full-time media aide, and, in most cases, a full-time media technician".

In times of budgetary restrictions one might have to accept these figures as somewhat idealistic. The fact however remains that at present barely a half dozen technicians work full time in French-language school libraries. It is evident that many more should be hired and that therefore the estimated costs could reasonably be in the vicinity of $500,000.00 (50 technicians @ ± $10,000.00).

If one considers that only 25 clerk-typists are actually employed in French-language school libraries, it remains reasonable to add at least another twenty. This would again raise the estimated yearly costs by $160,000.00 (20 x ± $8,000.00).

To complete this analysis, the researchers have examined the availability of Canadian curriculum materials for French-language schools and have made a comparison between titles available to French- and English-language schools in culture-related and technical subjects. This analysis as presented in Table CXXV is based on Circular 15.

Table CXXV. Number of Titles in Culture-Related and Technical Subjects Mentioned in Circular 15, Canadian Curriculum Materials, for French- and English-Language Schools.

Subjects	Number of Titles	
	French	English
Culture-Related		
Français	274	--
English	--	1,145
History	153	1,239
Music	22	107
Guidance	47	105
Dramatic Arts	0	12
Technical	6	500
Total	502	3,108

This table shows clearly the disparity between the number of English titles as compared to French titles in the language and culture-related subjects and also in the technical subjects. There are hundreds of titles which could be added to the French Circular 15.

The researchers do not feel it to be their mandate to make any special recommendation relative to this situation. However, it seems that to fill the gap using ordinary methods such as task forces, committees, etc., an estimated cost of approximately $50,000.00 could be envisaged as a minimum.

Films:

Films are now recognized as an effective learning aid and yet if one is guided by the Film Catalogue issued by the Ministry of Education (1975) he is struck by the very small number of French films available to French-language schools, especially in the area of language and culture and technology. Table CXXVI gives a picture of the situation.

Table CXXVI. Comparison of the Number of Film Titles Dealing with Language and Culture and with Technology Available to French and English Schools (According to Film Catalogue(1975), Ministry of Education).

Subjects	Number of Film Titles	
	French	English
Language and Culture		
Language Arts	1	94
Library	1	24
Guidance	7	110
English	-	72
Français	49 (First and Second Languages)	
Arts	4	120
Music	3	80
History	12	301
Theatre Arts	2	28
Technology	3	91
Total	82	920

The researchers suggest that all possible avenues be explored to add films in the French language so as to make more available to French-language schools one of the most powerful learning aids of modern times.

The researchers, after consulting specialists, estimate the cost of production of a 15 minute 16mm film at $15,000.00. There may be more efficient and less costly methods to fill the gap between the number of French and English films.

Guidelines:

Out of some 150 guidelines, only 13 are in French, of which six relate to language and culture:

Français	3
Histoire	1
Art dramatique	1
Musique	1

The researchers feel that they must advise the Ministry of Education against literal translations of Guidelines especially in the area of culture-related subjects for reasons that are obvious. A typical example of an exotic situation is that of the translation of the Dramatic Arts Guidelines where, in effect, only 2 out of 160 titles suggested as references are in French. All of the 14 films suggested are in English. On the other hand, the "Musique" Guidelines can serve as a model for the preparation of future guidelines. Translations or the adaptations into French of English-language guidelines in subjects such as Science, Mathematics and Technical subjects are however acceptable.

Ideally, at least 75 Guidelines should be original French productions. They would have to be prepared by curriculum experts and one could easily place a price tag of $20,000.00 on each one. Therefore, one would have to think of an estimated cost of $1,500,000.00.

In conclusion, the researchers present the following as prerequisites to quality education. Although these have been discussed in the chapter, it is felt that re-presenting them by way of a summary can be helpful to the reader.

a) Textbooks: To partially fill the textbook gap and approach the 800 target, one would expect a minimum of 50 new textbooks a year. Many of these could be imported from Francophone countries and from Quebec. One would have to expect at least between 15 to 20 original productions. It seems that the funding for an original production would be in the area of $30,000.000. Therefore, a sum of approximately $500,000.00 a year should be set aside for this purpose.

b) Libraries: Under this heading two types of additional funding should be provided: i) personnel, and ii) books.

In the first instance it was shown that there was a serious lack of media technicians and clerk-typists. To fill this gap and insure efficient use of library resources, at least $500,000.00 should be invested for media technicians and $160,000.00 for clerk-typists. As was mentioned on pages 232 ff., the basis for these figures stems from the standards of the Canadian Library Association.

Secondly, to "catch-up" so to speak, French-language schools' libraries would have to invest this year a million dollars on the purchase of books, periodicals and non-print materials.

c) Films: When one considers the discrepancy between the available educational films for French-language schools and English-language schools, i.e., 82 compared to 920, it is not too difficult to see that the former are in a disadvantaged position with respect to this most important learning aid. One could easily understand and appreciate the need to invest at least enough money first, to produce somewhere between 20 and 25 films annually; this would mean approximately $400,000.00. Secondly, to purchase from Francophone educational jurisdictions, home and abroad, some 25 to 30 films annually. This could entail approximately $100,000.00.

d) Guidelines: It is felt that at least 75 Guidelines should be produced in French by French curriculum experts. At the cost of approximately $20,000.00 each, and over a period of three to four years allowed for the production, a sum of $500,000.00 annually should be provided.

To summarize:

Textbooks	$500,000.00 annually
Libraries:	
Personnel	660,000.00
Books, etc.	1,000,000.00
Films:	
Production	400,000.00 annually
Purchase	100,000.00 annually
Guidelines	500,000.00 annually
Total	3,160,000.00

3 Other Estimated Costs

This chapter deals with several areas related to French-language education, all of which involve expenses of varying magnitudes.

1) Regional Offices:

A study was made of the Regional Offices with respect to their relationship with French-language schools and to the services they provide or offer in view of meeting the needs of both the elementary and secondary French-language schools.

The Regional Offices included in the present study are: the Midnorthern Number Two, located in Sudbury; the Northeastern Number Three, situated in North Bay; and the Ottawa Valley Number Ten with offices in Ottawa.

The researchers had conversations with regional directors, superintendents of services and educational officers in supervision, curriculum and business and finance services, and they were provided with pertinent and relevant documents concerning services offered.

At the Regional Offices of the Ministry of Education located in Ottawa, Sudbury and North Bay, approximately 34% of the officials and officers are Francophones.

The ratio of Francophone support staff is about two-thirds of the total staff.

At the Ottawa Regional Office of the Ministry of Education, the Director of Education is a Francophone.

Among the three superintendents of services, the only Francophone is the Superintendent of Curriculum Services.

Six Education Officers out of fourteen in Curriculum Services are Francophones. In Supervisory Services, two out of six officers are Francophones. In Business and Finance, only one is a Francophone.

Two-thirds of the support staff are bilingual. Approximately 42% of the educational officers are Francophones, i.e., 11 out of 26.

At the Sudbury Regional Office of the Ministry of Education, the Director of Education is not bilingual. Among the three Superintendents of Services, there is one Francophone Superintendent of Curriculum Services. Eight officers out of eighteen in Curriculum Services are Francophones. There are two Francophone officers out of eight in the Supervisory Services. In Business and Finance, one officer out of four is a Francophone. These people devote approximately 90% of their time to French-language schools.

Approximately 35% of the educational officers are bilingual, i.e., 12 out of 34.

In North Bay, at the Regional Office of the Ministry of Education for Northeastern Region Number 3, the Director of Education and the three Superintendents of Services are not Francophones.

In Curriculum Services, five education officers out of sixteen are Francophones. Two officers out of seven in Supervisory Services are Francophones. In Business and Finance, there is an accountant who is bilingual.

Among the support staff, eight persons out of thirteen are bilingual. Approximately 26% of the educational officers are Francophones, i.e., 8 out of 30.

The reader will note that one Regional Director out of three is a Francophone, that two Superintendents of Services out of nine are Francophones, and that twenty-eight officers out of seventy-eight are bilingual persons for an overall ratio of thirty-four percent.

The services offered by the Regional Offices to the French-language schools are appreciated but there seems to be a consensus that the educational officers should be more available to the teachers and that their work should be more directly involved in the classrooms.

It must be kept in mind that the French-language teachers are working under handicaps as mentioned in Chapter II of this research. The French-speaking population of Ontario may be divided into two geographical groups. Approximately half of this population is fairly well grouped in eastern Ontario and in the North Bay-Sudbury-Timmins area. The other half is dispersed in isolated or minority situations. This group has, in most cases, been required to draw only upon its own resources. The teaching of two languages, the scarcity of teaching aids, the limited experience of many teachers in the secondary schools, multiply the problems ordinarily associated to the teacher's work.

Another factor which militates in favour of more services from the Regional Offices is a total absence of Board-employed co-ordinators and consultants, in many instances on account of the insufficient enrolment. The four Boards of Education studied in this research have only 3½ such persons.

Therefore Board officials, principals and teachers, are of the opinion that the Regional Offices, especially North Bay, Sudbury and Ottawa, should have, as much as possible, complete teams of subject

specialists that could be available for blocks of time (a week or a month), to help the classroom teacher in all aspects of teaching.

The most urgent need for assistance from French-speaking education officers having many years of experience in French-language schools is in central and south western Ontario, where the French-speaking population is a minute minority.

The necessity of a greater number of French-language educational officers in the Regional Offices and also in the Central Office becomes apparent if noted improvement is to be achieved at the classroom level and also in the matters mentioned in Part 3 of this chapter. To honestly fill the need with competent personnel that will be able to foster the kind of educational milieu this province wants for all its pupils and to maintain equal opportunity, one should be looking at a minimum of 20 new staff members positioned in the Regional Offices. This would entail an approximate cost of 20 x ($30,000.00 to $40,000.00) = $700,000.00.

There is urgency in this particular aspect of the whole French-language educational situation.

Related to the services of the Regional Offices, is the question of supervisory and/or consultant services.

It is evident that some Boards are too small or their French-language enrolment is too small to justify the cost of providing elaborate supervisory and/or consultant services for the teaching staff. It is felt that the Regional Offices might, after proper assessment of the situation, bring about and encourage joint ventures between Boards of Education and Separate School Boards in the area of providing supervisory and/or

consultant services. This might be legislated thereby making it compulsory, or economic incentives for embarking upon such a programme might be made so attractive as to reach the same goal.

A similar approach could be utilized by involving additional neighbouring Boards, depending upon the size of the area or the kind of task to be accomplished.

2) "Start-Up" Grants:

These grants designed to assist school boards in the establishment of French-language instructional units will necessarily vary according to the situation. These newly established units may consist of one or more classrooms at the elementary school or of a classroom, a wing or a complete school at the secondary school level.

It must be noted that the establishment of one instructional unit and the gradual addition of other instructional units will very seldom decrease, for a period of three to five years, the number of teachers required in the English-language schools of the Board establishing such units. For instance, the gradual transfer of 250 pupils enrolled in Junior Kindergarten Primary to Grade 8 means only an average of 25 pupils per grade. The establishment of French-language instructional units has been in the past and will likely be in the future in the large urban communities, where the transfer of pupils from English to French classes may reduce the pupil/teacher ratio by only one or two pupils per teacher.

Therefore, it is reasonable to assume that the teachers' salaries in these newly established French instructional units will be an entirely additional cost. The following cases are offered as illustrations.

Case 1: Establishment of a French-language class at the primary level (enrolment of 25 pupils).

1) Teacher's salary: $16,000.00

2) Textbooks: $45.97 x 25 pupils: 1,149.00

3) Library Books: $ 8.00 x 25 pupils x 10 books per pupil 2,000.00

4) Other Teaching Aids: $5.00 x 25 pupils 125.00

5) Transportation: (will vary from situation to situation)

6) Accommodation: The establishment of one French instructional unit does not usually require capital outlays as most boards have vacant accommodations.

TOTAL yearly added costs: 19,274.25

Case 2: Establishment and maintenance of instructional unit from Junior Kindergarten Primary to Grade 8 (250 pupils).

1) Teachers' salaries (principal, classroom teachers, librarian) 12 x $16,000.00 $192,000.00

2) Textbooks: Grade 1 to 8 200 x $280.83 56,166.00

3) Library books: 250 x $8.00 x 10 books per pupil 20,000.00

4) Other Teaching Aids: 250 x $5.00 1,250.00

5) Transportation: (will vary)

6) Accommodation: (Estimated cost of a ten classroom school $500,000.00)

If no accommodation available, or if it is impossible to vacate an existing school and if this school is built specifically to accommodate the French-speaking pupils.

Yearly Costs	
Debenture payments	$ 50,000.00
Maintenance	15,000.00
Operation	37,500.00
Total	371,916.00

Secondary Schools:

The cost of introducing French-language instruction at the secondary school level will vary with each individual situation.

Cost of adding 1 credit to be taught in French in Year I:

Text per pupil $83.75 ÷ 5 = $ 16.75

French library books - 1,000 x $10.43 = 10,430.00

If there are no available qualified teachers to teach this new credit, the Board will have to add 1 teacher to its staff. Of course, this additional teacher would be assigned other duties.

If there is a qualified teacher on the staff, 1/5 of his time will be devoted to the subject introduced.

Estimated cost: $22,000.00 x 1/5=$ 4,400.00

The cost per pupil for textbooks will be proportionately the same as more subjects taught in French are offered. The cost for library books would also increase proportionately to the number of subjects offered.

The additional cost for the teachers' salaries may not increase provided the teacher in charge of the first subject offered can also handle a second or third subject.

If not, adding 2 or 3 subjects to be taught in French might require 2 or 3 different teachers, adding proportionately to the cost. Of course, these teachers would have to be assigned other duties and it

might eventually reduce the number of teachers teaching subjects in English.

If there is available accommodation in the existing schools of the Board, no additional cost for operation and maintenance would be involved. On the other hand, if new accommodation has to be provided, such as construction of a wing of a school, or a complete school, then the cost would be at the prevailing cost of school sites and school buildings.

3) Remedial Instruction:

Our schools cater to the teaching of two languages to a school population whose linguistic ability in one or the two languages differ vastly from one area of the province to another. In certain communities, the knowledge of English upon enrolment at school is practically nil. In other instances, the contrary situation prevails. Even in different sections of the same city, the knowledge of either English or French varies to a great extent depending upon the milieu of that section or ward. This applies to cities such as Ottawa, Sudbury and Cornwall. This situation is compounded by the multi-cultural facet of the French-language pupils. By this, we mean that the school population is composed of Franco-Ontarians, Québecois, Acadians, natives of French-speaking European and African countries and a sprinkling of European immigrants and some English-speaking Canadians.

These various groups enrol in our schools with different linguistic abilities. Children from Quebec and French-speaking countries usually have no knowledge of the English language,while on the other hand,

there are children from English-speaking homes who usually have a very limited knowledge of the French language. There are also pupils who have knowledge of neither English nor French (e.g., newly-arrived immigrants).

The learning of two languages presents many problems. If some pupils are not to fall by the wayside, much individualized teaching has to be done. In many schools, the degree of proficiency in either or both languages varies considerably. This situation is most apparent in the junior grades where a number of pupils have little or no knowledge of French upon enrolment. This thorny question has been a subject of discussion for many years. Opinions differ as to the presence in the French-language schools of English pupils. Many factors weigh in favour of accepting these pupils. The parents of these pupils contend that, as supporters of separate schools, they are entitled to decide which school (English or French) this child will attend. Moreover, it would seem anachronistic to many people that a child be refused the opportunity of becoming bilingual.

In order to minimize any adverse effect on the progress of Francophone pupils and to accelerate the learning of French by non-French-speaking pupils, either a reduced PTR or an increase in the number of remedial teachers should be implemented. In the present conditions, the researchers recommend the latter policy.

Some schools are provided with such a service, but the vast majority of them are not. Assuming that the French-language schools need at least as many remedial instruction teachers as their English counterparts, and basing the estimation on the number of French-language pupils in the schools and on figures that were provided by Boards of Education,

the estimated cost for the implementation of this service would be in the vicinity of $1,600,000.00 annually.

5) Testing:

The Ontario French-language education system is unique in Canada and possibly in the world. It is also operating in unique historical and geographical conditions. The secondary schools have mushroomed over a very short period of time. However, very little has been done to this date in the field of testing and this constitutes a major lack.

This has been emphasized in a report on evaluation prepared for the Ministry of Education by Walstrom and Donelly.

The authors of this report feel that a discussion of testing and evaluation instruments fall beyond the scope of their study. It is sufficient to say that a detailed study on testing and evaluation of achievement in French-language schools is presently being conducted by the senior author of this report.

The estimated cost of filling the gap is somewhere in the vicinity of $200,000.00 annually for four or five years.

6) Research:

In the last four years, French-language education has increasingly benefitted from direct research funding by the Ministry of Education in areas specifically related to its development. It is the hope of the authors that such support shall continue to be applied to the solution of problems both pedagogical and organizational in nature through grants-in-aid and through contracts.

A survey funded by the Ministry of Education and carried out by Dr. Jean Brassard of the University of Ottawa, Faculty of Education, outlined the pedagogical and educational research priorities as perceived by Franco-Ontarian educators. It is felt that the Conseil Supérieur du Français should carefully study this document and make recommendations to the Minister of Education relative to the pursuing, under contract, of a sequential programme of research studies.

7) Social Cultural Animation:

The Francophone population of Ontario is scattered from Chute à Blondeau to Wawa. Half of this population lives in isolated centres or in vastly minority situations (Toronto: 1 or 3 percent, Hamilton: 1 or 2 percent). Therefore, these pupils and the others who live in areas with larger concentrations of Francophones very often have access to their culture only at school and generally at home.

Since the aims of the French-language schools are to preserve and promote French language, traditions and culture, a cultural milieu has to be established. In a majority of communities the school is the only place where such a milieu can be organized. The purpose of fostering this French ambience is not to isolate the French-speaking youth from the other linguistic groups, but to develop, among other things, a sense of identity. It is this particular social situation that justifies, it seems, the presence of well informed and highly trained "animateurs socio-culturels".

In addition, to acquaint the pupils with very definite aspects of French culture, it seems necessary for the schools to bring in people who represent cultural excellence (singers, musicians, theatrical groups,

etc.). It seems also desirable for groups of pupils to visit places of culture in the province and outside the province, and to attend cultural activities, such as Jeunesses musicales.

The cost will vary according to the distance of a school from the sources of culture; for instance, it would cost more to bring a musician or a theatrical group to Sault Ste. Marie than it would to Pembroke. It seems reasonable that at least $1,000,000.00 a year be set aside for this purpose.

In summary, the following estimated costs should be considered if the principle of equal opportunity is to apply to French-language schools:

1.	Regional Offices	$ 700,000.00 annually
2.	Start-Up Grants	as needed
3.	Remedial Instruction	1,600,000.00 annually
4.	Evaluation and Testing	200,000.00 annually
5.	Research	as needed
6.	Social Cultural Animation	1,000,000.00

Conclusions

In concluding this report, the authors wish first to present an overall picture of the costs of providing instruction in French to Ontario's French-language students attending the province's elementary and secondary schools. Table CXXVII gives this vue d'ensemble. The reader can easily see that the table gives for each Board the total number of students, the number of French-Language students, the differential costs, both actual and estimated, and finally, under the column heading of Revenue, French-language grants and tuition fees.

Relative to the French-language grants, a questionnaire was sent out to the directors of education of the 8 Boards asking them the following:

a) "What percentage of the French-language grant is being directed to French instruction, as a first language?";

b) "How does your Board allocate these funds for the teaching of French as a first language?".

Here are some of the replies that were given: "The Board's system of utilizing resources does not make this distinction". "It forms part of total revenue and is directed towards total cost of instruction.- There is no specific allocation as such. It forms part of total budget". "An additional allowance of $150,000.00 annually is granted to our six secondary schools for special needs of these schools".

In answer to the first question, three Boards said that one hundred percent of the French-language grant is being directed to French instruction.

Table CXXVII. Summary of Costs of French-Language Education Under Eight Jurisdictions(a).

Boards	N(b)	F-L(c)	%F-L(d)	Differential Cost					Revenue		
				Actual					F-L		
				Ordinary	Extraord.	Total	Estimated	Total	Grant	Fees(e)	Total
Sudbury B.E.	14,934	4,345	29	486,966	985,441	1,427,407	388,973	1,861,380	617,739	97,196	714,935
Prescott and Russell County B.E.	4,000	3,200	80	44,453	429,538	473,991	308,683	782,674	564,966	81,689	646,655
Kapuskasing B.E.	2,336	1,041	44.5	35,715	81,164	116,879	78,033	194,912	150,371	146,176	296,547
Ottawa B.E.	19,229	6,705	26	605,778	1,906,535	2,512,313	473,713	2,986,026	632,900	2,039,874	2,672,774
Sudbury R.C.S.S.B.	24,350	13,441	55	832,008	195,373	1,027,381	766,068	1,793,449	535,049	111,648	646,697
Prescott and Russell County R.C.S.S.B.	7,500	7,400	98.7	111,088	35,530	146,618	436,206	582,824	359,214	4,976	364,190
Kapuskasing R.C.S.S.B.	3,308	2,938	89	68,914	4,579	73,493	192,179	265,672	152,003	--	152,003
Ottawa R.C.S.S.B.	22,231	10,490	47.2	1,728,331	402,805	2,131,136	577,265	2,708,401	409,813	144,815	554,628

(a) As of September 30, 1975.
(b) Total number of students.
(c) French-language students.
(d) Percent of French-language students.
(e) Fees for French-language non-residents.

But in answering the question as to how the Board allocated these funds, one Board said that the question was not applicable; another replied that the funds were included in the general expenditures; and a third Board indicated that fifty percent goes to administration and another fifty percent goes to instruction, i.e., salaries and supplies.

The researchers cannot help but recommend, in view of these answers, that all Boards be made accountable to the Ministry of Education for allocating the French Instruction Grant to the teaching of French as a first language.

After studying different independent variables that could likely be used as bases to explain the variations observed, the researchers decided to make the appropriate comparisons by using first the total school populations, and second, the ratios between the Anglophone and Francophone populations within each school Board.

In the pages that follow, several pertinent generalizations will be drawn and presented by way of conclusions.

Table CXXVIII gives the costs per Francophone pupil classified according to Boards' total elementary school enrolment as of September 30, 1975.

Through the study of Table CXXVIII the most obvious observations made by the researchers are the following.

First, it would seem that the greater a Board's total school enrolment is, the higher is the cost of French-language instruction. But a cost estimate of the levels of services required to provide a "quality" education programme to Francophones has shown that the amounts needed would all be approximately the same for elementary schools and for

secondary schools respectively. Therefore, the first conclusion arrived at does not necessarily mean that if a Board's enrolment is greater, it can provide better services to the Francophone school population. Rather, it would seem that the higher cost is due to a greater excess capacity of student-places within larger school Boards as compared to smaller ones.

Second observation: The Sudbury District Roman Catholic Separate School Board and the Ottawa Roman Catholic Separate School Board's actual differential cost is greater than the revenue (made up of the French-language grant and tuition fees for non-resident pupils) which they receive for Francophone students.

Third, the Prescott and Russell County Separate School Board and the District of Kapuskasing Separate School Board could offer additional services to the Francophone school population.

Table CXXVIII. Cost Per Francophone Pupil Classified According to Boards' Total Elementary School Enrolment, 1975-1976.

Elementary Boards	N(a)	ORDINARY	EXTRAORDINARY	ACTUAL	ESTIMATED	Actual and Estimated TOTAL	REVENUE
Sudbury	24,350	$ 61.90	$ 14.54	$ 76.44	$ 57.00	$133.44	$48.11
Ottawa	22,231	164.75	38.40	203.15	55.03	258.18	52.87
Prescott	7,500	15.01	4.80	19.81	58.98	78.79	49.21
Kapuskasing	3,308	23.46	1.56	25.02	65.41	90.43	51.74

(a) Total number of students.

Table CXXIX gives the costs per Francophone pupil classified according to Boards' total secondary school enrolment as of September 30, 1975.

The following are the most obvious observations made by the researchers through the study of Table CXXIX.

First, it would seem that the greater a Board's total school enrolment is, the higher is the cost of French-language. This trend does not seem to be a significant one however and seems to be explainable more by the fact of excess capacity of student places in the Board's schools. It does not mean necessarily that if a Board's enrolment is greater it provides better services to its Francophone population. But a cost estimate of the levels of services required to provide a "quality" education programme to Francophones has shown that the amounts needed would all be approximately the same for elementary schools and for secondary schools respectively.

Second observation: The Ottawa Board of Education, the Prescott and Russell County Board of Education and the Kapuskasing Board of Education receive more per Francophone student than they actually spend.

Third, an examination of the total differential cost per pupil indicates that the Kapuskasing Board of Education could offer "ideal" services with its present revenue (French-language grant plus tuition fee for non-resident Francophone students).

Fourth, the revenue of the Ottawa Board of Education is increased considerably by the tuition fees for non-resident Francophone students paid by other Boards.

Table CXXIX. Cost per Francophone Student Classified According to Boards' Total Secondary School Enrolment, 1975-1976.

Secondary Boards	N(a)	ORDINARY	EXTRAORDINARY	ACTUAL	ESTIMATED	Actual and Estimated TOTAL	REVENUE
Ottawa	19,229	$ 90.35	$284.35	$374.70	$70.65	$445.35	$398.62
Sudbury	14,934	112.77	226.80	339.57	78.01	417.58	164.54
Prescott	4,000	13.89	134.23	148.12	96.46	244.58	202.68
Kapuskasing	2,336	34.31	77.97	112.28	78.03	190.31	284.87

(a) Total number of students.

Table CXXX gives the costs per Francophone pupil classified according to the Francophone/Anglophone ratio within Boards' elementary school enrolment as of September 30, 1975.

Through the study of Table CXXX, the most obvious observations made by the researchers are the following.

First, within an Anglophone/Francophone situation, as the Francophone enrolment decreases, the cost of instruction for a Francophone student increases.

Second, since the estimated differential cost to provide an ideal education programme is about the same for each elementary school Board, it seems that the Boards concerned are presently providing their Francophone clientele with approximately the same level of services although the Prescott and Russell County Roman Catholic Separate School Board and the District of Kapuskasing Roman Catholic Separate School Board could provide more services.

Third, the revenue per capita becomes less and less sufficient as the proportion of the Francophone enrolment decreases.

Fourth, assuming (assumption based on our findings) that the cost of instruction offered a Francophone does not vary substantially according to the size of the total school population of a Board but rather according to the ratio of Francophones/Anglophones and assuming that the estimated costs are approximately the same from one Board to another, it was felt that our analysis could reasonably be based upon the Separate School Board of Prescott and Russell County. As a matter of fact, if with the Prescott and Russell County Roman Catholic Separate School Board which is 98.6% Francophone, the differential cost is $78.76 per student, we can reasonably infer that the approximate per capita cost would be $78.00 if the Board were 100% Francophone.

Fifth,the determining factor having direct influence on the cost per Francophone student seems to be the Francophone/Anglophone ratio within the Board's enrolment. As the minimum amount of $78.00 is required to offer ideal services to Francophone students in a theoretically totally French-language Board in the elementary panel, the researchers believe that, in order to provide them with an ideal level of service, the minimum amount of $78.00 determined above should be increased by an amount derived from the specific Francophone/Anglophone ratios of the various Boards.

Sixth, the actual differential cost of the Ottawa Roman Catholic Separate School Board seems somewhat difficult to interpret.

Table CXXXI gives the costs per Francophone student classified according to the Francophone/Anglophone ratio within the Boards' secondary school enrolment as of September 30, 1975.

Table CXXX. Costs per Francophone Pupil Classified According to Francophone/Anglophone Ratio within Boards' Elementary School Enrolment, 1975-1976.

Elementary Boards	Ratio[a]	%[b]	ORDINARY	EXTRAORDINARY	ACTUAL	ESTIMATED	Actual and Estimated TOTAL	REVENUE
Prescott	7,400 / 7,500	98.66	$ 15.01	$ 4.80	$ 19.81	$58.95	$ 78.76	$49.21
Kapuskasing	2,938 / 3,308	89	23.46	1.56	25.02	65.41	90.43	51.74
Sudbury	13,441 / 24,350	55	61.90	14.54	76.44	57.00	133.44	48.11
Ottawa	10,490 / 22,231	47.2	164.75	38.40	203.15	55.03	258.18	52.87

(a) Ratio of French-language students to English-language students.

(b) Percent of French-language students.

The following are the most obvious observations made by the researchers through the study of Table CXXXI.

First, proportionally speaking, the cost per Francophone student of the Ottawa Board of Education and of the Sudbury Board of Education compare rather favourably.

Second, the Kapuskasing Board of Education does not seem to be spending the amounts received; the revenue generated by the French-language grant and the tuition fees for non-resident Francophones are even greater than the actual and estimated differential costs combined.

Third, as the proportion of the Francophone enrolment increases, it seems that the actual differential cost per Francophone student decreases.

Fourth, using as a basis for calculation the Prescott and Russell County Board of Education which has a Francophone enrolment of 80% and which generates a differential per capita cost of $245.00, one can suggest that a Board theoretically totally French would generate in an inverse proportion a differential cost approximately $180.00 per capita.

Fifth,the determining factor having direct influence on the cost per Francophone student seems to be the Francophone/Anglophone ratio within the Board's enrolment. Since the minimum amount of $180.00 is required to offer ideal services to Francophone students in the secondary panel, the researchers believe that, in order to provide them with an "ideal" level of service, the minimum amount of $180.00 determined above should be increased by an amount derived from the Francophone/Anglophone ratio.

Table CXXXI. Cost per Francophone Student Classified According to Francophone/Anglophone Ratio within Boards' Secondary School Enrolment, 1975-1976.

Secondary Boards	Ratio(a)	%(b)	ORDINARY	EXTRAORDINARY	ACTUAL	ESTIMATED	Actual and Estimated TOTAL	REVENUE
Prescott	3,200 / 4,000	80	$ 13.89	$134.23	$148.12	$96.46	$244.58	$202.08
Kapuskasing	1,041 / 2,336	44.5	34.31	77.97	112.28	78.03	190.31	284.87
Sudbury	4,345 / 14,934	29	112.77	226.80	339.57	78.01	417.58	164.54
Ottawa	6,705 / 19,229	26	90.35	284.35	374.70	70.65	445.35	389.62

(a) Ratio of French-language students to English-language students.
(b) Percent of French-language students.

In summary, therefore, it can be said:

i) A Francophone student costs more than an Anglophone student. In order to provide Francophone students with an adequate level of service within totally Francophone school Boards, a minimum of $78.00 per pupil is required in the elementary panel, and a minimum of $180.00 per student is needed in the secondary panel.

ii) In order to provide Francophone students with an "ideal" level of service, the minimum amounts of $78.00 and $180.00 per elementary pupil and secondary student respectively should be increased according to the Francophone/Anglophone ratio within each Board. Within a Francophone/Anglophone situation, as the Francophone enrolment increases the cost per Francophone student decreases.

iii) The differential cost per Francophone student seems to vary with the size of a Board's total enrolment; this is probably due, in certain instances, to the excess capacity of student-places in the Board's schools.

In what follows, the authors of this report wish to present a final analysis and conclusion in an effort to bring together the major findings of the study.

The figures arrived at in this section are, of necessity, approximate since they were derived from an analysis of eight systems and therefore were based upon certain inferences. We have reason to believe, however, that they reflect quite accurately the real costs for providing ideal education to the French-language student population.

To arrive at the figures we reached, we first had to determine the differential cost (actual and estimated) associated with education

offered to a Francophone student of a given Board theoretically totally Francophone, and then add to this cost the additional per capita cost stemming from the Francophone/Anglophone ratio in each Board.

Elementary Schools

Minimum Differential Cost:

Assuming (assumption based on our findings) that the cost of instruction offered a Francophone does not vary substantially according to the size of the total school population of a Board but rather according to the ratio of Francophone/Anglophone and assuming that the estimated costs are approximately the same from one Board to another, it was felt that our analysis could reasonably be based upon the Separate School Board of Prescott and Russell county. As a matter of fact, it with the Prescott and Russell County Roman Catholic Separate School Board which is 98.6% Francophone the differential cost is $78.76 per student, we can reasonably infer that the approximate per capita cost would be $78.00 if the Board were 100% Francophone. Thus, theoretically, if all Francophone students in the province were with Boards 100% French language, a total basic cost (elementary schools) could be determined. Thus:

$78.00 x 77,768 students = $6,065,904.00
(year 1975)

But since Boards have a student population characterized by varying Francophone/Anglophone ratios, one must add to the basic cost ($78.00 per student) a per capita cost which comes from the specific Francophone/Anglophone ratio of each Board.

The basic cost being that of the Prescott and Russell County Roman Catholic Separate School Board. One of the four separate school Boards included in our study, it is possible to calculate the total differential cost of the other three Boards without taking into consideration the ratios, by subtracting from the per capita differential cost specific to each Board the differential cost of a Francophone student registered with a Board theoretically totally Francophone.

Thus:

Prescott and Russell County Roman Catholic Separate School Board

No cost to be added to the basic cost.

Kapuskasing Roman Catholic Separate School Board

2,938 pupils x 12 ($90.00-$78.00) $ 35,256.00

Sudbury Roman Catholic Separate School Board

13,441 pupils x 55 ($133.00 -$78.00) $739,255.00

Ottawa Roman Catholic Separate School Board

10,490 pupils x 180 ($258.00-$78.00) $1,888,200.00

Total for the four Boards: $2,662,711.00

These four Boards with their 34,269 French-language students represent 45% of the total Francophone population; the remainder, i.e., 55%, would, on the basis of a $260.00 per capita, generate costs of approximately $7,916,818.00 calculated thus:

43,499 students x 182 ($260.00-78.00) = 7,916,818.00

This last figure stems from the hypothesis that the ratio of Francophone/Anglophone of the remaining Boards is inferior to 45%. This percentage being the same for Ottawa, which has a per capita of $258.00,

it was decided to use the differential cost of the Ottawa Roman Catholic Separate School Board, i.e., $258.00 per capita;(for purposes of calculation, $260.00 was used).

At the elementary level, therefore, one can obtain the following total cost:

Base: 77,768 pupils x $78.00		$6,065,904.00
Supplementary:		
Total of 4 Boards	34,269 pupils	2,662,711.00
Other Boards	43,499 pupils x ($260.00 -78.00)	7,916,818.00
Grand Total:		16,645,433.00

Secondary Level

Minimum Differential Cost:

Assuming that the cost of instruction per student does not vary very much according to the size of a Board's total school enrolment, but rather according to the Francophone/Anglophone ratio and second, that the estimated differential costs are approximately the same for all Boards, the researchers have chosen the Prescott and Russell County Board of Education as a basis for calculation. Since it has a Francophone enrolment of 80%, and it generates a differential per capita cost of $245.00, one can infer that a Board theoretically totally French would generate in an inverse proportion a differential cost of approximately $180.00 per capita. Therefore, if in theory, all Francophone students in the province were under the jurisdiction of totally Francophone school Boards, a basic total cost for the secondary level (provincial) could be determined thus:

$180.00 X 31,442 students (year 1975) = $5,659,560.00

Because the Boards of Education have a secondary school population with varying Francophone/Anglophone ratios, the researchers believe

that to the basic cost of $180.00 per Francophone student must be added a second per student cost arising out of the different proportions related to each Board. This second per student cost is derived by subtracting from the differential cost per Francophone student within each Board the differential cost per Francophone student enrolled in a theoretically totally Francophone Board of Education. The total cost is derived thus:

The Prescott and Russell County Board of Education:	
3,200 students x $65.00 ($245.00-$180.00)	$ 208,000.00
The Kapuskasing Board of Education:	
1,041 students x $7.00 ($187.00 - $180.00)	7,287.00
The Sudbury Board of Education:	
4,345 students x $237.00($417.00 - $180.00)	1,029,765.00
The Ottawa Board of Education:	
6,705 students x $265.00 ($445.00 - $180.00)	1,776,825.00
Total of four Boards studied:	3,021,877.00

As the Francophone student population of these four Boards of Education, i.e., 15,291, represents approximately 50% of the total Francophone secondary school enrolment within the Boards of Education in the province, it can be assumed that the rest of the Francophone secondary school population, i.e., 50%, would generate an approximate cost of $4,280,015.00, i.e., 16,151 students x $265.00 ($445.00-$180.00), if $445.00 is taken as the per capita basis. This last figure is derived from the assumption that the proportion of Francophone students within the remaining Boards of Education in the province is less than 26%; this percentage is also the Francophone student ratio of the Ottawa Board of

Education who have a differential cost of $445.00 per student; that is why the researchers have decided to use this Board's differential cost, i.e., $445.00 per student.

The total differential cost of French-language education at the secondary level could be derived thus:

Basis:	31,442 students x $180.00	$5,659,560.00
Supplement:		
Total of four Boards studied:		
	15,291 students x (cf. p. 263)	3,021,877.00
Other Boards of Education:		
	16,151 students x $265.00 ($445.00 - $180.00)	4,280,015.00
Total at the secondary level:		12,961,452.00

Provincial Total:

If the foregoing hypotheses are valid, the provision of an ideal education programme to all Francophone students enrolled in the elementary and secondary schools in the province would generate the following differential costs:

Elementary:	$16,645,433.00
Secondary:	12,961,452.00
Total	29,606,885.00

The reader will note that the differential cost per Francophone student within Boards of Education where the Francophone enrolment ratio is less than 45% at the elementary level (Ottawa Roman Catholic Separate School Board) and less than 26% at the secondary level (Ottawa Board of

Education), would be greater than $182.00 and $275.00 respectively, if we consider the fact that, as the ratio of the Francophone student enrolment decreases, the differential cost per Francophone student increases.

The researchers feel that the Francophone/Anglophone ratic is a determining factor in assessing the cost of French language instruction. However it is also suspected that an interaction between the total student population of a Board and the Francophone/Anglophone ratio might yield significant trends.